

Thornden
School



Upper School Options Booklet

2021 - 2023

Upper School Options Booklet

Years 10 to 11

2021 - 2023

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Information

The choices students and parents make in the weeks and months ahead will lead to the GCSE courses which students follow in Years 10 and 11. It is important that options are considered in light of interest, inclination and having considered courses which have not yet been taught.

We have created an options system which maintains a broad and balanced curriculum for all students while allowing choice in some areas. Our intention with the curriculum is that it will inspire students and prepare them for the next stage in their education, keeping options open and flexibility of choice post 16.

We aim to provide a structured programme of support and guidance to help students and parents make these choices. This programme includes:

- 12th January –Year 9 Virtual Options Evening and release of booklet
- January/February – Tutorial/assembly sessions (online)
- 18th March - Year 9 Parents/Carers Evening (virtual)
- 22nd-1st April – Window for selecting option choices

Why are these choices so important?

We believe that giving this process careful consideration is a vital component in helping students to achieve the best grades that they can along with a curriculum which interests and focuses them, building on skills, knowledge and understanding from Years 7 - 9. Offering a curriculum with a degree of choice helps students to thrive in their studies. This also helps students ensure that they make balanced choices keeping educational, career and interests open as they move beyond Thornden.

We hope that this booklet and the other opportunities offered this term give students and parents the confidence to make informed choices. The partnership of students, parents and the school is vital in ensuring the success of Year 9 students when they take their examinations in the Summer of 2023.

If you do have any further questions, please do not hesitate to contact me by phone or by emailing me at options@thornden.hants.sch.uk.

Phil Balmond
Assistant Headteacher

The Curriculum in Years 10 & 11

In Years 7, 8 & 9 all students follow a broad curriculum. However, the curriculum in Years 10 & 11 is rather different, in these years students follow courses leading to GCSE certification. There are some significant choices to be made, as students can move away from certain subjects and opt for some others which may be new to them. The curriculum that students study in Year 10 can be divided into three parts:

1. Core subjects – the group of subjects that is studied by all students
2. EBacc subjects – subjects where some choice is available
3. Option subjects – the group of subjects that students can personalise to respond to their specific strengths, needs and aspirations for further education or potential career paths

1. Core Subjects (taken by all students)

	Number of periods		Notes
	Yr10	Yr11	
English	6	6	English and Mathematics provide life skills and qualifications which are required by almost all employers and all institutions of higher education. English Literature as well as English Language will be taken by all students.
Maths	6	6	
Science	8	8	The Science course receives twice the normal time allocation for GCSE courses because it covers all three mainstream Science subjects (Biology, Chemistry and Physics) and also leads to the award of two GCSE certificates in Science. Our most able scientists have the opportunity to be entered for three separate GCSE courses in Biology, Chemistry and Physics within the same time frame.
RS*/PSHE	2	2	In accordance with the various Education Acts and the Hampshire syllabus, a programme of Religious Studies will be taken by all students. This Religious Studies course is provided on a modular basis in conjunction with a Personal, Social and Health Education programme. This comprises elements of citizenship and health education.
PE*	2	2	There is a full programme of Physical Education, which will involve a range of options in diverse sports and activities.

*RS and PE will be taken by all students as part of the core curriculum but can also be studied as separate, discrete GCSE qualifications.

2. EBacc & Option Subjects

It is our view that it is important for all students to take a broad and balanced curriculum. A choice from each of the subject areas below automatically produces such a broad and balanced package with room for flexibility. We will look carefully at all alternative choice requests, which do not select one choice from each subject area, but do not guarantee that we will be able to accommodate them.

There are sometimes timetabling constraints which mean that a particular combination of choices is not possible. In all cases where there are problems or changes in option choices from those entered on the options form we will discuss them with the individual students and parents.

The option courses are divided into the following four subject areas to provide a broad, balanced curriculum:

Languages	All students should chose at least one Foreign Language unless they have asked for Child Development, or the extra English and Maths option. If parents wish to discuss the choice of a language subject, they should make an appointment with Mr Collar.
Humanities	The subjects in the Humanities provide an experience, which balances the commitment to Science and helps to develop important literacy and analytical skills.
Two 'Free Option Choices'	This allows students the opportunity to select option choices that reflect their own personal strengths and interests.

Whilst we do expect to be able to meet the vast majority of option choices, there may be cases where timetable constraints and either under-subscription or over-subscription mean that we will be unable to accommodate every choice. If such a situation occurs, we will discuss the issues with students and parents on an individual basis.

Guidance on English Baccalaureate

In 2010, the Government introduced the English Baccalaureate. The Government stated that the principal purpose of the new measure was to increase the take-up of 'core' academic qualifications that best equipped a student for progression to further study and work. Although it is not a qualification in itself, increasingly recognised as a measure and a benchmark of student performance. We offer a school based English Baccalaureate certificate and this combination increasingly holds value as students move forward.

The English Baccalaureate is a group of five qualifications. These qualifications are:

English Language	Mathematics	Sciences	History or Geography	A Foreign Language
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The EBacc can be gained at 4+ or 5+ across all of the subjects above.

In November 2015, the Government published a consultation setting out the aim that at least 90% of students in mainstream secondary schools should be entered for the EBacc, and seeking views on implementation. Following a consultation on EBacc the Government published a response in 2017 which stated the target that 75% of students should be entered for the EBacc combination of GCSEs by September 2022 (taking GCSEs in 2024), with 90% of students studying the EBacc by 2025 (taking GCSEs in 2027). Although we cannot predict future changes of policy or direction it is clear the Government is strongly encouraging the uptake of EBacc subjects.

For many years, the school has advocated a broad and balanced curriculum. Our core offer allows all students to access English Language, Maths and Science. Furthermore, we have always advocated that taking a Language and a Humanities subject (History, Geography or RS) is part of ensuring that students have a broad and balanced curriculum. While RS does not technically fall into an EBacc choice, the skills required are similar to those in History and Geography. At Thornden, we have always considered RS as a humanity subject and will include RS in our Thornden Baccalaureate certificate. We have also maintained four option choices with two free choices where many schools locally and nationally have reduced their offer to three. We believe that this gives students the flexibility to choose options that meet the EBacc criteria, whilst allowing two further free choices. We also recognised that for some students the EBacc subjects may not suit their needs and we maintain the option for greater flexibility.

Guidance on Foreign Languages

We firmly believe that studying a Language at GCSE level benefits the vast majority of students at Thornden. This is based on the benefits that it can bring to students in terms of their learning as well as their social and cultural outlook on the world.

For those reasons, Thornden strongly believes that all students who have the aptitude to benefit from it (which is a large majority at Thornden) should take a Language to GCSE level. The main reasons for this have been discussed by the Governors and are set out below;

- Learning a language is a different discipline involving specific learning styles which may well be needed in later life. It is the case that studying another language, and thinking about how grammar works, helps with the study of English. The study of one foreign language also makes the study of a second foreign language easier.
- Although the use of English is now more widespread than it used to be, there are still many places in the world where a foreign language is needed, whether for business or pleasure.
- In the upper school years, students apply the foreign language they have learned to practical situations. They also study the culture of the foreign country. In an increasingly inter dependent world, this is an important perspective.
- Having a language GCSE qualification does carry weight in applications for higher education courses and, of course, many employment situations as well. If your child does not take a language to GCSE, they may be jeopardising future opportunities.
- Although some schools locally and nationally are making a Language optional, others are keeping it compulsory for all or highly recommended for most. Parents and students should be in no doubt that if their sons and daughters drop a Language, they will find themselves in future in competition both locally and nationally for further and higher education courses as well as job opportunities with other young people who have such a qualification.

In summary, it would be our strong advice that continuing with a Foreign Language to GCSE level should be part of the curriculum for a large majority of our students. It has indeed been the case that a very large majority of our students have continued with a language.

We will therefore be prepared to consider a student not taking a Language but only if this is clearly in the best interests of the student.

The Tutor Period

An important part of each students' education is the information delivered to them during their tutor periods. An extended tutor period takes place on a Wednesday morning and serves to prepare students for their GCSEs and beyond Thornden. This means students are helped with their study skills, revision strategies, personal statements and other key information and support

Trips

If trips have been organised or are being considered for students taking a GCSE course they will be referred to at the end of information regarding a given subject. We will resume running trips only when it is safe to do so. The intention is that we try to run a range of trips (when it is safe to do so) and activities to support or enrich the curriculum, which will vary in cost with some being day trips and others being residential, or trips abroad. With residential trips or activities that go abroad, a limit of 70 is placed on the trip to ensure both safety and value for money. Consequently, some trips will be oversubscribed and students may not be able to participate. When trips are launched, students are selected randomly once they have applied to go on the trip. The trips are subject based, but not a pre-requisite to taking the subject. Nor will students be disadvantaged if they do not participate in a trip.

Questions and Answers

General Certificate of Secondary Education (GCSE)

Who is the GCSE for?

It is designed as a two year course of study for all Year 10 and 11 students.

Can everybody take the GCSE?

The GCSE is open to everyone at school whatever their ability.

Why do I need to take the GCSE?

Sixteen is a time of change in every young person's life. A few will leave school and start a job, apprenticeship or training scheme, most will continue their education at Further Education Colleges, such as Barton Peveril, Eastleigh College or Peter Symonds. Therefore, 16 is a time when your skills, knowledge and abilities need to be assessed.

How will the marks for my GCSE grades be arrived at?

Increasingly grades will be awarded based on terminal examinations, although a number of subjects will include controlled assessments, which are internally or externally marked.

What grades are available?

Since September 2017, all GCSE grades have been based on a 9-1 system.

What are internally assessed exam components?

In some subjects, there are internally assessed components. Those pieces of work will be marked by your teachers and the marks will go towards your final results. These will often be in a specific time frame and in classroom controlled 'exam conditions'. These commonly take place in practical subjects.

When will I do the internally assessed exam components?

In some subjects, you will start in Year 10, while in most subjects these components may not start until Year 11.

Vocational Option

The vocational option is:

- Child Development

Who is it for?

It is designed for students who have an interest in these specific areas. It is also designed for students who would benefit from starting at Level 1 with the possibility of moving to Level 2.

Can everybody take these courses?

It is appropriate for students who may need to start a Level 1 course.

How will the marks be decided?

The grades will be awarded based on a combination of externally examined units and internally assessed components. The internally assessed components take place across Year 10 and Year 11.

What grades are available?

Grades are available at Level 1 and Level 2 at Pass, Merit and Distinction.

What are internally assessed exam components?

In some subjects, there are internally assessed components. Those pieces of work will be marked by your teachers and the marks will go towards your final results. These will often be in a specific time frame and in classroom controlled 'exam conditions'. These commonly take place in practical subjects.

When will I do the internally assessed exam components?

In some subjects, you will start in Year 10, while in most subjects these components may not start until Year 11.

GCSE Examination Summary		
SUBJECT	INTERNALLY ASSESSED COMPONENTS	EXAMINATION
English: Reading Writing		100% - 50% paper 1, 50% paper 2
English Literature		100% - 40% paper 1, 60% paper 2
Mathematics		100% - 3 equally weighted papers
Business		100% - 2 equally weighted papers
French, German & Spanish		100% - divided equally amongst the four skill areas of listening, speaking, reading and writing
History		100% - 2 equally weighted papers
Geography		100% - 3 papers - 35%, 35%, 30%
Religious Studies: Current Year 11		100% - 2 equally weighted papers
Art	60%	40%
Dance	60%	40%
Drama	60%	40%
Engineering	40%	60%
Food Preparation & Nutrition	50%	50%
Media Studies	30%	70% - 2 equally weighted papers
Music: Performing Composing	30% 30%	40%
Design & Technology	50%	50%
Physical Education	40%	60% - 2 equally weighted papers
Computing		100% - 2 equally weighted papers
Science (as at time of printing): Each Science		100%

Tiering in GCSE Examinations

The majority of subjects will be examined with one tier, meaning that the questions in the examination papers should be accessible and challenging to students across the whole ability range.

In Mathematics, Science and Modern Foreign Languages, there will be two tiers; higher from 9-4 and foundation from 5-1. These tiers allow students of varying ability to access questions at an appropriate level of ability.

How will the tier of entry for a student be decided?

Students will be entered for the tier that will give them the best opportunity to show their ability. Teachers will know their students' work very well by the time decisions have to be made. There may be students who produce some work at grade 4 or 5 standard but who find the style, or presentation, of the higher tier questions difficult to respond to consistently. It would be more appropriate to enter such students for the foundation tier, where grade 4 or 5 is still available. At Thornden, decisions about tiers of entry are made in January of Year 11, taking into account students' performances in the Trial Examinations taken the month before.

What happens to a student who does not meet the minimum requirements for the lowest grade in a tier?

A student who does not achieve the minimum grade for a tier of entry will be ungraded (U). It is essential, therefore, that care is taken to enter students for the tier that is most appropriate for their level of attainment. The overlap of two grades between tiers provides a safety net.

What will colleges look for?

A grade 4 is deemed to be equivalent to an 'old grade C', but a 5 is regarded as the new "good pass" grade according to Ofqual. We will endeavour with all students to work with them to achieve the highest possible grades in all their subjects.

Careers Advice

We believe that students selecting a broad and balanced curriculum will help them ensure that they are prepared for the next stage of their education.

We also work closely with further education providers to ensure that students are able to make thoroughly informed decisions about their next stage of education.

Those students who may require or wish to seek further careers guidance at this stage can speak to a specific careers advisor.



Enjoy

'People rarely succeed unless they have fun in what they are doing'
Dale Carnegie

Respect

'Alone we can do so little; together we can do so much'
Helen Keller



Participate

'Nobody can do everything, but everyone can do something'

Aspire

'Dreams don't work unless you do'
John C Maxwell



The Core Subjects

Examined subjects

English
Mathematics
Science

Non-examined subjects

RS – Ethics & Belief
Physical Education
PSHE

English

Heads of Department
Mrs J Fuller

Exam Board: AQA

Outline of Subject Students will read a variety of literature including prose, poetry, drama and non-fiction texts. These texts include a 19th Century novel and a Shakespeare play as well as contemporary material. Students will develop their writing skills using a variety of forms and audiences. Students are expected to plan, draft, and proof-read their work. Students are encouraged to focus on writing accurately and grammatically using Standard English. Students also develop speaking skills in a variety of contexts that include individual presentations and group discussions.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Identity and Duality: <i>The Strange Case of Dr Jekyll and Mr Hyde</i>	Identity and Duality: <i>The Strange Case of Dr Jekyll and Mr Hyde</i>	Gender and Power: <i>Macbeth</i>	Gender and Power: <i>Macbeth</i> and Power and Conflict Poetry	English Language Paper 1	English Language Paper 1 <i>An Inspector Calls</i>
11	Power and Conflict Poetry <i>An Inspector Calls</i>	English Language Paper 2	<i>The Strange Case of Dr Jekyll and Mr Hyde</i> <i>Macbeth</i>	English Language Paper 1 Power and Conflict Poetry	Final exam preparation	Final exam preparation

Skill Development: Students will develop and refine their reading and writing skills throughout Years 10-11. Reading skills will include comprehension, retrieval, close analysis, and exploring a writer's intentions and context. Students will be equipped with subject terminology to allow them to identify the methods employed by writers to elicit responses. Writing skills will focus on writing for different purposes and audiences, such as persuade and argue, and how a range of techniques can be used to achieve desired effects. There will be regular focus on accuracy of spelling, punctuation and grammar. Students will develop essential speaking skills such as asking questions, shaping discussion and presenting key ideas and information.

Assessment: A range of 'mastery' tasks are produced throughout the GCSE course for formal assessment; these will be marked using the GCSE assessment criteria. Students will be given clear targets that will show them how to achieve higher marks in future exams. Some assessment tasks will be planned and redrafted over more than one lesson, whilst others will be unseen tasks in test conditions. Teachers will also use discussion-led activities, peer and self-assessment activities and formative marking to assess student progress. The English Language and English Literature GCSEs are assessed through 100% examination; there are four exam papers in total.

Additional Information: All students are encouraged to read independently and to include a range of fiction and non-fiction in their choices; reading regularly and widely is essential for students as the texts they are going to be exploring are challenging and varying in their vocabulary and context. We will provide all Y10 and 11 students with a suggested reading list and invite students to make regular use of the expertise of our excellent school librarians.



Mathematics

Head of Department
Mrs A McLeonards



Exam Board: EDEXCEL

Outline of Subject: The Mathematics course is designed to support students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The areas of Mathematics covered are: Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability, Statistics

Course Content Topic Title

Year	Term 1	Term 2	Term 3
10	Geometry: <i>Area and Volume Transformations</i> Algebra: <i>Solving quadratic and simultaneous equations</i>	Statistics: <i>Box Plots, Histograms</i> Probability Ratio: <i>Multiplicative Reasoning, Compound measures</i>	Algebra: <i>Equations and graphs</i> Geometry: <i>Further trigonometry Similarity and Congruence</i>
11	Algebra: <i>Algebraic fractions, Functions and Surds</i> Geometry: <i>Circle Theorems</i>	Algebra : <i>Proportion and Graphs</i> Geometry: <i>Vectors and geometric proof</i>	Revision and Exam Technique

Skill Development: Many areas of mathematics are connected and understanding always builds on previous knowledge and skills. As such, part of the GCSE content has already been taught in Year 9. There is an emphasis on problem-solving, communication, proof and interpretation. Lessons will be varied throughout the course to promote and develop these skills. There will be whole class teaching, pair or group work and individual working. A variety of resources will be used including ICT and other practical activities.

Assessment: The assessment consists of three equally weighted written papers at the higher and foundation tier of entry. The first paper is a non-calculator paper. All papers test the subject content across the full range of grades available and questions will be set in both mathematical and non-mathematical contexts. There is no requirement for a formal coursework element within the GCSE. The qualification will be graded on a nine-point scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade.

Additional Information: Students in Years 10 and 11 are taught in groups according to ability. Students are entered for the GCSE in Mathematics at one of the two levels i.e. Higher (grades 9-4) or Foundation (grades 5-1). They will be entered for the appropriate level of the examination in January of their Year 11, after the results of the trial examinations are known.

Science

Head of Department
Mrs B Drabble

Exam Board: AQA

Outline of Subject: Our lessons are developed and produced by our own staff, with the aim of incorporating scientific skills and knowledge into lessons; so that students are fully prepared for their exams at the end of year 11. All students will study aspects of Biology, Chemistry and Physics regardless of whether they study combined science or triple science GCSEs. Students will study; the Biology of flora and fauna, the Chemistry of reactions and material structures, the Physics of Energy, Forces and Motion, as well as further topics across all three disciplines.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	1. Bioenergetics 2. Quantitative Chemistry 3. Bonding and Structures	1. Particle theory 2. Organisation 3. Forces	1. Atmosphere 2. Electricity 3. Infection	1. Chemical analysis 2. Chemical changes	1. Earths Resources 2. Radioactivity	1. Ecology 2. Waves/ Forces
11	1. Homeostasis 2. Forces/Waves	1. Organic Chemistry 2. Energy Changes	1. Rates of reaction 2. Inheritance	1. Electromagnetism 2. Chemical changes	Revision GCSE Exams	GCSE Exams

Skill Development: Over the two years the science course covers a wide variety of skills including but not limited to the following; Using scientific vocabulary, terminology and definitions. Applying the cycle of collecting, presenting and analysing data. Using a variety of models to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts. Using scientific theories and explanations to develop hypotheses. Planning experiments to make observations, test hypotheses, check data and explore phenomena. Carrying out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations.

Assessment: At the end of each topic students will complete an assessment question designed to challenge their understanding in that topic. They will also complete half term tests in exam conditions to help prepare them for the final exams. They will complete Year 10 trial exams in science, with the same structure of assessment in year 11. All students will complete six externally marked exams at the end of year 11 which will form 100% of their final grade.

Additional Information:

Please visit <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464> for the trilogy specification and exam board information.

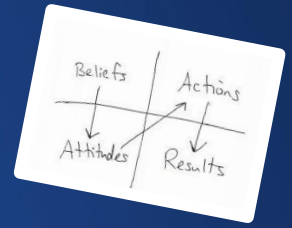
Visit <http://www.aqa.org.uk/subjects/science/gcse> and chose 8461,8462 and 8463 for triple science specifications.



Ethics & Belief

(Taught in a carousel with PSHE)

Head of Department
Ms G Heron



Exam Board: Not applicable as non-examined

Outline of Subject:

It is a legal requirement that even if you do not choose to take Religious Studies as a GCSE option, you must continue to study some RS. At Thornden we fulfil that requirement by considering a number of issues alongside the PSHE modules. These Ethics and Belief modules are not only there because the law requires them, they also examine topics which are of interest or concern for society and the world we live in.

Course Content

Ethics	Beliefs and Philosophy
<p>Key concepts:</p> <ul style="list-style-type: none"> • Conflict • Extremism • The Holocaust • Racism • Sexism • Poverty • Abortion • Euthanasia • Tradition (Forced Marriage and FGM) • New Religious Movements and Cults 	<p>Key questions:</p> <ul style="list-style-type: none"> • What is real? (Plato's Cave and the Matrix) • Who are you? • What is our ultimate purpose? • What is AI become sentient? • What is freewill (Freewill vs Determinism) • What is the difference between humans and animals? Are we speciesist?

Assessment:

Ethics and Belief is a non-examined course. We do however, have a Thornden School Award in the form of certification at bronze, silver and gold level. This award also contributes to the Thornden Baccalaureate Award. Each Ethics and Belief unit is teacher assessed based on the development of the skills indicated above.

Skill Development:

The Ethics and Belief course is designed to further develop a range of necessary skills and experiences to prepare students for their role in the adult and wider world. These include communication (expressing ideas clearly in writing, confidently in speech and listening to the views of others), participation (using a range of social skills, working confidently with a group and building positive working relationships with others as a team player) and critical thinking (identifying, constructing and evaluating arguments).

Additional Information:

Ethics and Belief is taught by subject specialists. We teach using a range of teaching activities including, discussion, debating, group work and use of clips. As with all RS at Thornden, students are free to have and express their own points of view and are always expected to treat the views of others with respect.



Physical Education

Head of Department
Mr B Hall



Exam Board: Not applicable as non-examined

Outline of Subject:

In Years 9, 10 & 11 all students are required by the National Curriculum to participate in Physical Education (PE) as a core subject. They will be taught for one double period of PE a week.

Course Content Topic Title

Year	Games	Fitness	Athletics
10	In Games, students will be taught a range invasion, net and team games. The focus of these is to develop individual skills, apply these in full game context and work with others.	In Fitness lessons, students will be taught methods of training – Continuous, Fartlek and Circuit and Interval training throughout the upper school in PE. Students will learn easy and accessible ways to keep fit and will have an understanding of the benefits of a healthy active lifestyle.	In Athletics, students will be taught a range of track and field events (runs, jumps and throws) focusing on fitness and maximum performance.
11			

Skill Development:

We have a very broad curriculum that aims to develop physical skills to take part in:

1. Invasion games e.g. Football, Netball Hockey, Basketball
2. Net games e.g. Tennis, Badminton, Table Tennis
3. Fitness e.g. Circuit training, Continuous training, Aerobics
4. Team games e.g. Benchball, Dodgeball, Capture the flag.
5. Summer sports e.g. Rounders, Softball, Cricket, Athletics.

We also aim to develop students mental and social skills as they have to learn to work with others, solve problems, be creative, explore different ideas, and push themselves.

Assessment:

Practical assessment is continuous and based on effort. We expect students to participate and try their best regardless of their ability and because of this groups are structured to ensure students are in a comfortable, safe environment so they can work to their full potential

Additional Information:

Extra-curricular activities are available in a wide variety of sporting activities at break, lunchtime and after school. These are advertised on notice boards and promoted through the daily bulletin to students.



PSHE

SLT Lead
Dr J Evans



Exam Board: Not applicable as non-examined

Skill Development:

Students are encouraged to develop skills such as debating, researching and discussion work so that they can make appropriate decisions.

Course Content

Topic Title

Year	Sex and Relationship Education	Health	Citizenship
10	<ul style="list-style-type: none"> Developing healthy relationships including LGBT Abusive relationships/ domestic violence 	<ul style="list-style-type: none"> Being Healthy Body image Mental health Cancer Drugs – both legal and illegal 	<ul style="list-style-type: none"> Meaning of citizenship Democracy Government & Public spending Rights and responsibilities of citizens
11	<ul style="list-style-type: none"> Decision making & consent Abortion Contraception Sexually transmitted infections Underage & pregnant Rape & rape culture Sex including pornography 	<ul style="list-style-type: none"> New psychoactive substances Child Sexual Exploitation 	<ul style="list-style-type: none"> Judicial system & sentencing Money Gambling Careers

Outline of Subject:

Topics are introduced in an unbiased way and delivered so that it encourages a responsible informed attitude towards sexual activity, health and citizenship. The ideal outcome is for students to make their own decisions and the correct life choices without pressure or influence. Specialist staff and qualified outside speakers deliver these lessons to all students on a rotation basis. In addition, we work closely with National Citizen Service (NCS) who deliver a session to our Year 11 students.

Assessment:

PSHE is a non-examined course; however, students' knowledge and understanding will be regularly assessed through classroom dialogue.

Additional Information:

Parents/Carers have the right to withdraw their children from any Sex and Relationship Education lessons that fall outside of the Statutory National Curriculum. Any concerns can be discussed with Dr Judith Evans.

The Option Subjects



Art & Design
Business
Child Development
Computer Science
Dance
Design & Technology
Drama (Acting)
Drama (Design & Technical)
Engineering
Enterprise (BTEC)
Food Preparation & Nutrition
Geography
History
Media Studies
MFL - French
MFL - German
MFL - Spanish
Music
Music Technology
GCSE - Physical Education
GCSE - Religious Studies
Study Skills
English & Maths Support

Art and Design

Head of Department
Mr. R. A. Cast



Exam Board: AQA Art and Design

Outline of Subject:

GCSE Art and Design provides students with a broad range of opportunities to explore, experiment and develop their artistic skills in a way that will enable them to progress creatively through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies. There are three comprehensive disciplines to choose from: 3D (with the focus on Ceramics), Fine Art (using traditional media) and Digital Illustration (based on photography and digital 'image manipulation' software – Commercial Art).

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Natural Forms: This initial project introduces pupils to the required standards of production; how to plan, develop and refine their work.	A day of sketching and photography at the Royal Botanical Gardens at Kew gives the pupils an ideal opportunity to gather first-hand research.	Due to the nature of the subject, projects run for an extended period of time, lasting up to a term and a half.	Portraiture: This second project offers pupils the chance to experience a different range of skills and processes, and to build on existing knowledge and understanding.	The portraiture project runs until the end of Year 10.	All work from these two projects is eligible for submission at the end of the course. Each of the projects (Nat. Form, Portrait and the Trial Exam are worth 20% of the total GCSE mark.
11	Trial Exam: The Trial Exam runs from September to December.	Between the Trial and real exam, pupils have the chance to revisit any Year 10 work that needs refining.	Exam: The exam runs from February to May.	It gives pupils the opportunity to show the culmination of what they have learned over the course of this GCSE.	In both the Trial and Exam, pupils are given a period of time to plan and develop their ideas – then ten hours to produce a final outcome.	Art as a subject finishes in May, just prior to the Year 11s going on study leave.

Skill Development:

Through the projects they are asked to undertake, pupils are introduced to a variety of experiences, employing a wide range of media, processes and techniques. Knowledge and understanding of art, craft and design should be established through research, observations and making activities. Skills are developed via the planning of ideas, then producing, modifying and refining the outcomes.

Assessment:

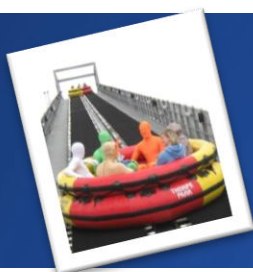
This specification has two elements which are assessed separately. The portfolio (the main body of work) which includes both Year 10 projects and the trial exam in Year 11 is worth 60% of the total GCSE grade. The exam is assessed for the remaining 40%. Assessment is based on the following four objectives: Research, Development, Observations and Final Outcome. It is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

Additional Information:

Homework is likely to involve completing existing work, research and mounting work for submission. The Department provides all materials necessary for the implementation of this course and any support after school when necessary. All Home Learning is submitted as part of the portfolio. There is no written exam.

Business

Head of Department
Miss Reid



Exam Board: Edexcel

Outline of Subject: Successful businesses are essential to the functioning of any country's economy. Starting small, we look from the perspective of an entrepreneur, spotting a business opportunity and putting their idea into practice. Moving on, we look at how a business can develop into a huge multinational dealing with customers, employees, suppliers, rivals and governments in a global market place.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Enterprise and entrepreneurship, spotting a business opportunity	Making marketing decisions	Making financial decisions	Understanding external influences on business	Growing the business	Making human resources decisions
11	Making operational decisions	Revision and exam technique for the trial examinations	Making financial decisions for big business	REVISION	REVISION EXAMS	

Skill Development: Business employs a range of skills. Students are encouraged to be observant, noticing what is going on in the world around them and what is reported in the media. Discussions in class then help them to make sense of what they have seen. A standard business response is, "It depends," so students learn to articulate both sides of an argument and form their own conclusion. Students learn to listen, think, speak, agree, disagree and then write in a clear, concise manner.

Assessment: The exam consists of 2 papers, each 90 minutes long. Paper 1: Investigating a small business. Paper 2: Building a business. The papers are identical in structure containing multiple choice responses, short answer questions, data response questions and finally a lengthy evaluative question. The paper is "ramped" to allow students of all abilities to demonstrate their knowledge and understanding.

Additional Information: It is essential that students who choose this subject are interested in local, national and global events. As we move through the syllabus, every concept is related to a current issue / event which students are expected to be aware of. This leads to interesting discussions in the lessons and prepares students for the stimulus material that will appear on their final exam papers.



Child Development

Cambridge National Certificate level 1/2

Head of Department
Mrs K Coles



Exam Board: OCR

Outline of Subject:

This is an accredited qualification and will develop and apply your knowledge and practical skills in Child Development. This course will be relevant to those who aspire to work with children, nursing, midwifery, social work and teaching, both Primary and Secondary. You will study; health and well-being for child development, understand the equipment and nutritional needs of children from birth to five years and understand the development norms of a child from birth to five years.

Course Content

Topic Title

Year	Term 1	Term 2	Term 3
10	In the first term, you will be taught the knowledge that underpins all of the other learning in this qualification. You will learn the essential knowledge and understanding for child development.	In unit 2, you will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. You will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices.	
11	In unit 3 you will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This unit will include researching, planning, carrying out activities with children and observing and reviewing these activities, as well as an understanding of the development norms and the benefits of play in child development.		You will revisit the content from unit 1 in preparation for the examination, revising and using examination preparation techniques.

Skill Development:

In this course, you will cover reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, and conditions for development, childhood illnesses and child safety. You will be able to understand about nutritional and hygiene needs of children. You will develop an understanding of the impact of play on the developmental norms of a child. This course will develop your researching, planning, observing and evaluating skills. Knowledge gained would be of use for further studies in PHSE, Biology and other Child Development qualifications.

Assessment:

The course consists of three units: one examined and two internally assessed and externally moderated, comprising 50% for the exam and 25% for the other two units.

Unit 1 - Health and well-being for child development (externally assessed- 50% of the course)

Unit 2 - Understand the equipment and nutritional needs of children from 0-5 years (internally assessed- 25% of the course)

Unit 3 - Understand the development of a child from 0-5 years (internally assessed- 25% of the course)

Additional Information:

The knowledge and understanding of the subject content will be assessed in all three units. This Level 1/2 Award is a non-EBacc subject and is ideally suited to learners with a preference for practical, in addition to, theoretical learning. This is a vocational qualification and fulfils entry requirements for academic and vocational study post-16, and will count as equivalent to one GCSE. Level 2 = A* -C of the old GCSE.

Computer Science

Head of Department
Mr T Baldwin



Exam Board: Oxford Cambridge and RSA (OCR)

Outline of Subject: Computing is of enormous importance to the economy, and the role of computing as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer Science presents an exciting opportunity for students to learn more about what makes computers tick.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Systems & Programming Practice		Networks & Programming Practice	Systems Software and Security & Programming Practice	Algorithms & Programming Practice	Logic and Languages & Programming Practice
11	Data Representation & Programming Practice	Data Representation	Ethics & Revision	Revision	Revision	

Skill Development: This qualification gives students the opportunity to develop valuable thinking and programming skills that are attractive in the modern workplace. This is done through an understanding of key computing concepts and the fundamentals of programming. This focuses on students creating a range of different programs to suit a requirement. It will also encourage the students to think creatively, innovatively, analytically, logically and critically when solving a problem.

Assessment:

Computer systems (80 marks)
1 hour & 30 minutes Written paper 50% of total GCSE

Computational thinking, algorithms and programming (80 marks)
1 hour & 30 minutes Written paper 50% of total GCSE

Additional Information:

Successful completion of this course would provide students with excellent progression to follow an ICT or Computer Science course at AS/A level.
There is also a trip that runs to the National Museum of Computing.



Dance

Head of Department
Mr D Burnham



Exam Board: AQA

Outline of Subject: “GCSE Dance is a fresh and vibrant specification which includes popular performance and choreography, alongside a new collection of shorter, more diverse and accessible professional works. To engage and inspire your students, we’ve taken a creative new approach to the written paper.” AQA

The course will seek to promote knowledge, skill and understanding of dance through performance, composition and appreciation of each candidate’s own work and that of others, including fellow students and professionals.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Safe Dance Practice	Anthology 1	Anthology 3	Anthology 5	Motif Development	Preparation for Written Paper Introduction to Stimuli
	Motif Development	Anthology 2	Anthology 4	Prepare for Performance	Into – Solo Composition	
11	Group Choreography Begins	Group Choreography Trial Exam	Provisional Choreography Anthology 6	Preparation for Practical Exams	Preparation for Written Exam Paper	Written Paper
	Set Phrases	Set Phrases Exam	Performance in a Group	Last Dance		

Skill Development: There will inevitably be an emphasis on practical work with plenty of opportunities for you to be creative. You will learn and practise a range of dance styles with the focus predominantly on contemporary dance. You will develop performance skills such as co-ordination, flexibility, focus and projection. You will be taught the craft of choreography and how to create your own dances including devices such as motif development, entrances and exits, rhythmic and spatial design. You will also learn how to analyse, describe and compare dances, placing them in their cultural and historical context, with a detailed focus on an anthology of dance works.

Dance is assessed through a mixture of practical controlled assessment and external examination.

Practical Performance – 40 marks (30%):

Set phrases through a solo performance (approximately one minute in duration) 15 marks

Duet/trio performance (three and a half minutes in duration) 25 marks

Practical Choreography – 40 marks (30%):

Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

A written paper, Critical Appreciation of Dance including information on anthology of dance works (40%).

Additional Information: A keen interest in dance as a performing art and in a range of dance genres is essential, although previous experience or formal training is *not*. A good personal fitness level and suppleness is desirable but not essential — these can be acquired! The ability to work creatively within a group as well as independently is vital. A range of extra-curricular dance activities will be on offer to students studying this course including GCSE Dance Rehearsals, theatre trips and workshops with professional dance artists.



Design and Technology Paper & Boards

Head of Department
Mrs K Coles



Exam Board: Edexcel

Outline of Subject

Design and Technology Papers & Boards will prepare you to participate confidently and successfully in an increasingly technological world. You will understand and apply the design processes through which you explore, create and evaluate a range of outcomes. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems. You will have the opportunity to develop your practical skills, alongside designing skills and ICT skills when using CAD/CAM facilities within the department.

Course Content Paper & Boards

Year	Term 1	Term 2	Term 3
10	You will work on designing and making a hanging mobile. This will involve being creative, developing ideas, mastering CAD/CAM by using the department laser cutter to manufacture the mobile. You will build up the key knowledge about Paper & boards whilst having a hands-on experience of learning.	During the second term you will work on the design of a chocolate box featuring your chosen Designer. You will design and make the packaging and a vacuum forming mould with which you will make your very own chocolates to put into your packaging. You will also learn about the core elements of design and technology such as the range of materials open to us, emerging technologies, environmental, social and economic challenges.	You will continue to learn about the Core elements of the course and through Paper and Boards, you will prepare for the NEA by practising and developing your skills The contexts for the NEA are published and you can begin your major project in your specialist material area. This moves into year 11.
11	This is when you will complete a major project that will count for 50% of your final mark. The exam board will set a series of contextual challenges from which you choose one based on Paper & Boards. You will be asked to investigate the context; come up with a series of designs; manufacture the product and then evaluate it.		You will complete a series of revision tasks, that will include practical work based on your chosen material and the core knowledge section of the specification.

Skill Development

You will understand and apply the design processes through which you explore, create and evaluate products. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems. You will develop decision making skills, including the planning and organisation of time and resources. You will build a broad knowledge of materials, components and technologies develop practical skills to create high quality, creative and imaginative functional prototypes.

Assessment

50% of the final grade is based on a project set by the exam board and completed in school in the final year of the course. This project would be completed in your chosen material and is known as the non-examined assessment (NEA). The other 50% of the grade is based on a written exam of different styles including graphical, calculations and open response questions.

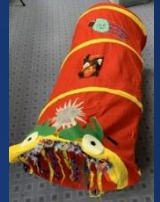
Additional Information

Throughout the course you will be predominately working in Paper & Boards, but you will need to have a core knowledge of the whole subject. We will always try and link our work to that of industry and you will be encouraged to use ICT extensively throughout the course, in the presenting of your work and in manufacture of some of your products using CAD/CAM. There is also a significant element of Mathematics and Scientific skills, knowledge and understanding required throughout the course.



Design and Technology Textiles

Head of Department
Mrs K Coles



Exam Board: Edexcel

Outline of Subject

D&T Textiles will prepare you to participate confidently and successfully in an increasingly technological world. You will understand and apply the design processes through which you explore, create and evaluate a range of outcomes, using a wide variety of textile methods such as printing, sublimation, screen, block, felting, machine stitching, hand embroidery, fabric construction and decorative embellishment techniques. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems.

Course Content Textiles

Year	Term 1	Term 2	Term 3
10	You will be introduced to the world of Textiles by exploring the different fabrics and how they are manufactured. You will work on designing and making a Hoodie. This will involve being creative, developing ideas, mastering the sewing machine, and the use of CAD/CAM. You will build up the key knowledge about Textiles whilst having a hands-on experience of learning.	During the second term you will work on the design of a Fabric lantern based on your chosen Designer. You will design and make the lantern net and cut it out using the laser cutter. You will also design and build a textiles electronic circuit using conductive threads for your lantern. You will learn about the core elements of design and technology such as the range of materials open to us, emerging technologies, environmental, social and economic challenges.	You will continue to learn about the Core elements of the course and through Textiles you will prepare for the NEA by practising and developing your skills. The contexts for the NEA are published and you can begin your major project in your specialist material area. This moves into year 11.
11	This is when you will complete a major project that will count for 50% of your final mark. The exam board will set a series of contextual challenges from which you choose one based on Textiles. You will be asked to investigate the context; come up with a series of designs; manufacture the product and then evaluate it.		You will complete a series of revision tasks, that will include practical work based on your chosen material and the core knowledge section of the specification.

Skill Development

You will understand and apply the design processes through which you explore, create and evaluate products. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems. You will develop decision making skills, including the planning and organisation of time and resources. You will build a broad knowledge of materials, components and technologies develop practical skills to create high quality, creative and imaginative functional prototypes.

Assessment

50% of the final grade is based on a project set by the exam board and completed in school in the final year of the course. This project would be completed in your chosen material and is known as the non-examined assessment (NEA). The other 50% of the grade is based on a written exam of different styles including graphical, calculations and open response questions.

Additional Information

Throughout the course you will be predominately working in Textiles, but you will need to have a core knowledge of the whole subject. We will always try and link our work to that of industry and you will be encouraged to use ICT extensively throughout the course, in the presenting of your work and in manufacture of some of your products using CAD/CAM. There is also a significant element of Mathematics and Scientific skills, knowledge and understanding required throughout the course.



Design and Technology Timbers

Head of Department
Mrs K Coles



Exam Board: Edexcel

Outline of Subject

Design and Technology Timbers will prepare you to participate confidently and successfully in an increasingly technological world. You will understand and apply the design processes through which you explore, create and evaluate a range of outcomes. This will enable you to use your imagination and creativity to design and make prototypes, solving real and relevant problems. You have the opportunity to develop your practical skills in the workshop, alongside designing skills and ICT skills when using CAD/CAM facilities within the department.

Course Content Timbers

Year	Term 1	Term 2	Term 3
10	You will work on a design and make Timbers practical project by investigating coffee tables and manufacturing your own. This will involve the design and making of a product; learning and improving skills in the use of hand, machine tools, the laser cutter and building up knowledge about your subject area.	During the second term you will work on a number of small projects that will concentrate on the core elements of design and technology such as the range of materials open to us and emerging technologies, environmental, social and economic challenges.	You will prepare for the NEA by practising and developing your skills on a mini NEA project. The contexts for the NEA are published and you can begin your major project in your specialist material area. This moves into year 11.
11	This is when you will complete a major project that will count for 50% of your final mark. The exam board will set a series of contextual challenges from which you choose one. You will be asked to investigate the context; come up with a series of designs; manufacture the product and then evaluate it.	You will complete a series of revision tasks, that will include practical work and the core knowledge section of the specification.	

Skill Development

Throughout the course you will be asked to design and make products within a context and with a customer in mind. You will develop realistic proposals and be able to communicate these ideas. You will develop decision making skills, including the planning and organisation of time and resources. You will build a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.

Assessment

50% of the final grade is based on a project set by the exam board and completed in school in the final year of the course. This project would be completed in your chosen material and is known as the non-examined assessment (NEA). The other 50% of the grade is based on a written exam of different styles including graphical, calculations and open response questions.

Additional Information

Throughout the course you will be predominately working in timbers, but you will need to have a core knowledge of the whole subject. We will always try and link our work to that of industry and you will be encouraged to use information technology extensively throughout the course. There is also a significant element of Mathematics and Scientific skills, knowledge and understanding required throughout the course.

Drama (Acting)

Head of Department
Mrs H Smith



Exam Board: AQA

Outline of Subject: Drama (Acting) is a practical, artistic subject allowing students to explore and perform both devised and scripted work while honing their acting skills. Students will study a set text and will be encouraged to accompany us to lots of exciting trips to the theatre. The nature of the work and our teaching methodology make Drama highly accessible and enjoyable for the widest range of abilities.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Exploration of key acting skills using both improvisation and script work.	Devised piece based on the theme 'secrets'.	'Understanding Drama' – a study of a text.	'Devising in Drama' – working towards a performance of a devised piece of theatre.	'Devising in Drama'.	Performance of devised piece for examination. 'Understanding Drama' – script work.
11	'Understanding Drama' – study of set text, Blood Brothers by Willy Russell.	'Texts in Practice' – work towards a scripted piece.	'Texts in Practice' Visit to the theatre.	'Texts in Practice' – performance showcase. 'Understanding Drama'	'Understanding Drama' – working towards the written exam.	

Skill Development:

Students all learn and perfect their skills of performance such as voice, movement and stagecraft and it is through these that they are able to communicate their ideas and explore their creativity effectively. Students are encouraged to think for themselves and therefore enjoy the feeling of genuine achievement and success. Students also practise their writing skills, writing a Devising Log which demonstrates their understanding of devised Drama.

Assessment:

Assessment is based on 60% practical work which is marked by a teacher and moderated externally for the Devising unit, and marked by an examiner for the scripted unit, 'Texts in Practice'. A Devising Log will also be marked by a teacher for the Devising unit. The written exam accounts for 40% of the overall mark.

Additional Information:

Actors will get the opportunity to work collaboratively with the Drama (Design & Technical) candidates, who will design and operate elements of their devising pieces in our studios and in Thornden Hall for a showcase of the scripted performances in Year 11. Candidates will be actively encouraged to audition for our many productions which take place in Thornden Hall during the year.

Drama (Design & Technical)

Head of Department
Mrs H Smith



Exam Board: AQA

Outline of Subject: Drama (Design & Technical) is a practical, artistic subject allowing students to explore design and technical theatrical skills from both devised and scripted productions. Students will study a set text and will be encouraged to accompany us to lots of exciting trips to the theatre. The nature of the work and our teaching methodology make Drama highly accessible and enjoyable for the widest range of abilities.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Introduction to key design & technical skills.	Shadow team for a production. Choice to specialise in chosen skill.	Completion of production work. 'Understanding Drama' – a study of a text.	'Devising in Drama' – working towards a performance of a devised piece of theatre.	'Devising in Drama'.	Performance in operation of devised piece for examination. 'Understanding Drama' – script work.
11	'Understanding Drama' – study of set text, Blood Brothers by Willy Russell.	'Texts in Practice' – work towards a scripted piece.	'Texts in Practice' Visit to the theatre.	'Texts in Practice' – performance showcase. 'Understanding Drama'	'Understanding Drama' – working towards the written exam.	

Skill Development:

Students learn skills in Lighting, Sound, Set Design and Costume & Make-Up Design. Students are encouraged to think for themselves and therefore enjoy the feeling of genuine achievement and success. Students also practise their writing skills, writing a Devising Log which demonstrates their understanding of designing and operating technically devised Drama.

Assessment:

Assessment is based on 60% practical work which is marked by the teacher and moderated externally for the Devising unit, and marked by an examiner for the scripted unit, 'Texts in Practice'. A Devising Log will also be marked by a teacher for the Devising unit. The written exam accounts for 40% of the overall mark.

Additional Information:

Designers & Technicians will get the opportunity to work collaboratively with the Acting candidates; they will design and operate elements of the actors' devising pieces in our studios and in Thornden Hall for a showcase of the scripted performances in Year 11. Candidates will be actively encouraged to work as Stage Crew for our many productions which take place in Thornden Hall during the year.



Engineering

Head of Department
Mrs K Coles



Exam Board: AQA

Outline of Subject

Engineering is about the design and manufacture of products using a range of materials. It is about creating and developing ideas quickly to solve Engineering problems, finding out how products work and how they are manufactured. You will apply Mathematical and Scientific principles to Engineering problems, explore ideas and model them using ICT, whilst also developing practical skills with hands on construction techniques and explore different solutions in different materials.

Course Content Engineering

Year	Term 1	Term 2	Term 3
10	You will work on a number of FPT's (Focused Practical Tasks) to explore the Engineering materials and Manufacturing processes covered in the specification. i.e. Students manufacture a selection of tools, enabling them to cover the different manufacturing and engineering skills. You will investigate structures to include practical testing and investigation. You will learn about the impact of modern technologies.		You will learn about Electronic and Mechanical Systems, producing small engineered practical outcomes, including programmable electronic circuits and you will undertake some electronic programming.
11	This is when you will complete a major project that will count for 40% of your final mark. The exam board will set a contextual challenge. You will be asked to investigate the context, then design and make an engineered product to include testing and investigation and practical engineering skills.	You will complete a series of revision tasks in preparation for the exam which is 60% of the GCSE. This will include a range of maths and science-based examination type questions relating to Engineering.	

Skill Development

Emphasis of the GCSE Engineering course is in the manufacture and development of products to Industrial Engineering standard. High practical, organisational & safety skills will need to be acquired to gain higher grades. The course is divided into the following areas: Engineering materials; Engineering manufacturing processes; Systems; Testing and investigation; The impact of modern technologies and Practical engineering skills.

Assessment

40% of the final grade is based on a project set by the exam board and completed in school in the final year of the course. This project would be completed in the school workshop and is known as the non-examined assessment (**NEA**). The other 60% of the grade is based on a written exam of different styles including calculations and open response questions, students will need to apply their understanding of these in relation to practical contexts.

Additional Information

15% of this course will be the theoretical and practical application of Mathematics and Science. It is advised that you have an appreciation of Engineering and Design. We will always try and link our work to that of industry and you will be encouraged to use IT extensively throughout the course to present your work, use CAD/CAM to help design and manufacture products and to program components.



BTEC Tech Award in Enterprise

Head of Department
Miss A Stickland



Exam Board: Pearson

Outline of Subject: This course gives you the opportunity to develop business knowledge and skills in a practical learning environment. The focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes market research, business planning, financial transactions, communication and problem solving. The course also includes characteristics of enterprise and entrepreneurs as well as internal and external factors that can affect the performance of an enterprise. The course requires students to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example researching an idea for a small enterprise.

Course Content Topic Title

Year	Term 1	Term 2	Term 3
10	Component 1: Exploring Enterprise (IA)	Component 2: Planning for and Pitching an Enterprise (IA)	
11	Component 3: Promotion and Finance for Enterprise (EA)	Resubmissions and Revision	

Skill Development: BTEC courses are a fantastic opportunity to develop not only subject specific skills but also transferable skills in a vocational, work related context. The lessons, coursework and exam all encourage students to develop skills such as team working, communication, independence, organisation and self-motivation. These are skills that are highly valued by both further education institutions as well as employers. The combination of units also supports the development of both mathematical and English skills.

Assessment: Assessment will be a combination of internally assessed coursework (IA) and externally assessed examination (EA). Internal assessment forms 60% of the course and is coursework marked by the teacher which can be resubmitted once to make any necessary improvements. There is one externally assessed unit which is 40% of the course and is a synoptic examination which builds on the knowledge and skills learnt in Components 1 and 2. There is one resit opportunity. BTECs use Pass, Merit and Distinction grades. A Distinction star can also be achieved as a final grade if there is consistent high-quality work submitted across all components.

Additional Information: If you have ever watched The Apprentice or Dragons Den and thought 'I could do better than that', now is your chance! The Tech Award in Enterprise provides you with the opportunity to learn about business in a more practical way and come up with your own enterprise idea, research it, plan it and pitch it to an audience. All businesses have to start somewhere, and they start with someone having a good idea that they put the hard work into to bring to market successfully. Could you be the next Richard Branson, Alan Sugar or Karren Brady?

Food Preparation & Nutrition



Head of Department
Mrs K Coles



AQA: GCSE Food Preparation & Nutrition

Outline of Subject: This course is designed to develop knowledge and understanding of food, nutrition and health; food science; food safety; food choice & food provenance. Emphasis is placed on developing excellent practical skills whilst safely and hygienically making a variety of both sweet and savoury dishes. Learners will make connections between theory and practice and apply understanding of food and nutrition when preparing and cooking food.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Cultural street food: Kebabs, soups, filo parcels, goujons & meatballs. Nutrition, seasonality & sustainability	Luscious layers: Scones, sauces, savoury main courses. Sensory analysis, food trials & time planning.	Crazy for carbohydrate: Homemade pasta & bread. Apprentice Food Investigation Task 1.	Apprentice Food Preparation Task 2: 3 hour practical exam. Research, menu planning & nutritional analysis.	Sweet Treats: Puff, choux, Swiss roll. Food safety, hygiene, labelling & packaging of food.	Technical Challenge: Tasting and testing, revision & Year 10 summer exams.
11	NEA Task 1 Food Investigation Task.	NEA Task 1 & NEA Task 2 Food Preparation Task.	NEA Task 2 Food Preparation Task.	NEA Task 2 & Revision	Revision & exam preparation.	Revision & exam preparation.

Skill Development: Students will learn a wide range of high level practical cooking skills using a wide range of tools and equipment to make high quality, predominantly healthy and savoury, dishes. Emphasis is placed on learning food science and theory through practical work and some practical lessons will be food experiments.

Assessment:

15% NEA Task 1, Food Investigation: Practical assessment and written portfolio.
35% NEA Task 2, Food Preparation Task: 3 hour practical exam and written portfolio.
50% Written exam paper (mixture of multiple choice, and themed 2-12 mark questions).

Additional Information:

Students will need to provide their own ingredients for the practical lessons which take place most weeks in Year 10 and as appropriate for the NEA Tasks.

Geography

Head of Department
Mr M Webster



Exam Board: AQA

Outline of Subject: The new Geography GCSE is full of exciting and compelling content. It has been refreshed to include a strong focus on the Geography of the UK, whilst maintaining its exploration of global issues. There are clear Human Geography and Physical Geography aspects to the course, but these are approached by teaching that shows the inter-relationships between them. Lessons include up-to-date examples and case studies that illustrate the background theory.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	The Challenge of Natural Hazards	The Changing Economic World - Introduction and Nigeria Case Study	The Challenge of Resource Management - in the UK and globally: Water	Fieldwork - the South Coast and the New Forest	UK Physical Landscapes - Coasts The Living World - Tropical Rainforests	Revision for Year 10 Exams Skills and Maps
11	Challenges in the Urban Environment - London and Lagos	The Living World - Hot Deserts	UK Physical Landscapes - Rivers	The Changing Economic World - UK	Scheduled Revision for Final Exams	

Skill Development: Students will learn real-world examples that illustrate the theory behind the processes and features that make up both Human and Physical Geography. They will understand the people–planet relationships that make-up our lives, the spaces that we inhabit and the places that we go. Students will develop an appreciation that when studying Geographical issues, it is important to understand the whole story. Students will be able to interpret evidence from a number of sources such as images, maps, data and graphs; and they will learn how to communicate their conclusions in a clear and coherent way.

Assessment: Throughout the two-year course students will learn how to communicate their understanding clearly. This skill is monitored regularly within lessons and home learning tasks. GCSE-style questions will assess their understanding of key content, and at the end of individual units, assessment can take the form of full GCSE questions or decision-making exercises. At the end of Year 11 there are three exams that will examine content, case studies and issues-analysis from the Human Geography and Physical Geography parts of the course, along with practical skills developed during fieldwork.

Additional Information: Geography is a dynamic subject and has always been a very popular choice of GCSE at Thornden. The new GCSE course provides many opportunities to study current affairs and environmental issues. It enables students to develop an understanding of the key issues that we face in the UK and around the world, not only today, but also as we move into the future.

History

Head of Department
Miss H Bramwell



Exam Board: AQA

Outline of Subject:

History helps us understand change and how the world we live in came to be. Studying History provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Germany: 1890-1945	Germany: 1890-1945	Cold war in Asia, Korea and Vietnam: 1950-1975	Cold war in Asia, Korea and Vietnam: 1950-1975	Britain: Migration, empires and the people: c790 to the present day	Britain: Migration, empires and the people: c790 to the present day
11	Elizabethan England: 1568–1603	Elizabethan England: 1568–1603	Britain: Migration, empires and the people: c790 to the present day	Britain: Migration, empires and the people: c790 to the present day	Exam preparation	Exam preparation

Skill Development:

History helps students to improve a range of important skills. Students will develop their literacy skills as well as techniques of critical thinking, analysis and argument. The skills which you employ when studying History are highly transferable and are valued in many different careers. The expertise you develop within your History lessons will also help you to succeed across the curriculum and beyond your time at school.

Assessment:

Individual teachers will assess the work of the students they teach using GCSE style questions. These will develop and test the literacy and analytical skills necessary to succeed in History at GCSE and beyond. Some tasks will be completed in school during lesson time, but many will require some work outside of lessons. Homework tasks are designed to consolidate existing learning or to prepare students for the next topic.

Additional Information:

We offer a residential trip for GCSE students, which is open to Year 10 and Year 11. In the past we have visited various sites in Germany, Poland and France connected with the GCSE course. These trips are optional but offer a great experience and a unique perspective on many of the issues studied at GCSE.



Media Studies

Head of Subject
Ms V Georgiou



Exam Board: OCR

Outline of Subject: Media Studies is a subject in the option columns designed for those students interested in studying various media forms and looking at how platforms such as News/ Film /TV /Radio / Music / Online media/ Marketing and other mass-media institutions work. The new specification will allow students to develop a wider understanding and appreciation of the media in both a historical and contemporary context.

Course Content

Topic Title			
Year	Term 1	Term 2	Term 3
10	Unit 1: Key Concepts Introduction to the key concepts of Media. Analytical skills and how to decode a media text. Exploring a range of Media platforms. Moving image and the TV Unit for Paper 1. Representation within current and historical TV and Media language analysis.	Unit 2: Practical preparation alongside exam topic introductions. Students will explore the Promoting Media Unit looking at the Business aspect of Media studies, institutions and the Warner Bros industry study. Audience theory and Video games. Looking at audience interactions and audience theory.	Unit 3: NEA Completion. Students will complete their coursework, from planning and research – through to the construction and evaluation of the end product. Alongside this they will review all of Paper 1 and begin Unit 3 the Music unit.
11	Unit 3: The Music industry. Students will analyse representations within the music industry and look at various forms of this industry, across Radio and Music Print (magazines). - Unit 4: News. Students will explore the world of new- both online, print and historical. They will need to understand the influence of context on media texts and the place of new in society today	Review Paper 1- TV and Promoting Media Review Paper 1- Music and News	Revision Revision and Exam preparation

Skill Development: Students taking the course will: Learn the language and conventions of different media, applying specialist terminology to analyse and compare media products. Look at how media texts appeal to different audiences, and explore a range of media issues. Study media theoretical approaches from the perspective of both consumers and producers of media. Look at how different groups of people are represented and develop an understanding of the media and their role in society, culture and politics. Analyse the media institutions that produce the texts that we consume, developing skills of enquiry, critical thinking and analysis.

Assessment: The course consists of:

30% controlled assessment (formerly 'coursework') Completed in the summer term of year 10

70% external assessment (2 exams) completed at the end of year 11

Subject content: Paper 1- Television and Promoting Media (1 hr and 45 mins). Written paper - 70 marks (35% of GCSE)

Paper 2- Music and News (1 hr and 15 mins). Written paper - 70 marks (35% of GCSE)

Controlled assessment. 25 hours. Creating media. Marked by teacher and moderated externally.

30 marks (30% of GCSE)

Additional Information: The course suits students who enjoy analytical work in English and who are interested in exploring media in an academic context, expanding their understanding of the media they consume around them. Students work independently. Media Studies tests time management skills, historical, cultural and social knowledge, critical analysis, social theory and creative production skills.



French

Head of Department
Mrs B. Newton



Exam Board: AQA

Outline of Subject: You will continue to develop your foreign language knowledge and skills in listening, speaking, reading and writing. You will also increase your knowledge of grammar, enabling you to be more creative with language and learn more about countries where French is spoken. This course will equip you with the knowledge and skills to continue to study the language at a higher level e.g. as an AS / A level. There are many university degree courses in which a language can be combined with a wide range of other subjects. Even if you do not choose to pursue your language studies beyond GCSE, your knowledge of a foreign language should make any visit to a country where it is spoken a more enjoyable and satisfying experience.

Course Content Topic Title

Year	Term 1	Term 2	Term 3
10	Personal Relationships Leisure Modern Living Christmas in the French speaking world	Shopping and fashion School and future plans Festivals in the French speaking world	World of work Travel and tourism
11	Holidays Environment	House and town Healthy Living	Social issues

Skill Development: Learning a language encompasses a wide variety of skills. You will improve your memory and communication techniques. You will develop analytical skills and extend your knowledge of how to apply rules. You will also improve your abilities to complete various different types of listening, speaking, reading and writing tasks, including translation.

Assessment: All four skill areas will be assessed at the end of Year 11. Students will be entered at either Foundation or Higher Tier. Please be aware that they cannot mix tiers of entry across the skill areas. Foundation Tier exams (*Higher Tier in italics*)

Listening: 35 minutes (*45 minutes*) with questions in English and the target language

Speaking: 7-9 minutes (*10-12 minutes*) + 12 minutes of preparation time

Reading: 45 minutes (*60 minutes*) with questions in English and the target language + translation from the target language

Writing: 60 minutes (four sentences about a photo, short passage, translation into the target language, written task of approximately 90 words with a choice of two questions) (*75 minutes*) (*written task of approximately 90 words with a choice of two questions, written task of approximately 150 words with a choice of two questions, translation into the target language*)

Additional Information:

- * Students will be offered the opportunity to take part in an Exchange to Biarritz.
- * Students will be provided with a complete list of vocabulary and grammar to assist them in their independent learning.
- * Access to a bilingual dictionary is highly beneficial.

German

Head of Department (German)
Mrs S Thompson



Exam Board: AQA

Outline of Subject: You will continue to develop your foreign language knowledge and skills in listening, speaking, reading and writing. You will also increase your knowledge of grammar, enabling you to be more creative with language and learn more about countries where German is spoken. This course will equip you with the knowledge and skills to continue to study the language at a higher level e.g. as an AS / A level. There are many university degree courses in which a language can be combined with a wide range of other subjects. Even if you do not choose to pursue your language studies beyond GCSE, your knowledge of a foreign language should make any visit to a country where it is spoken a more enjoyable and satisfying experience.

Course Content Topic Title

Year	Term 1	Term 2	Term 3
10	Self and Family Town and Home Christmas and New Year in the German-speaking World	School Free time Festivals in the German-speaking World	New Technologies Shopping
11	Holidays Travel and Transport	Jobs Environment Healthy Living Our World part 1	Our World part 2

Skill Development: Learning a language encompasses a wide variety of skills. You will improve your memory and communication techniques. You will develop analytical skills and extend your knowledge of how to apply rules. You will also improve your abilities to complete various different types of listening, speaking, reading and writing tasks, including translation.

Assessment: All four skill areas will be assessed at the end of year 11. Students will be entered at either Foundation or Higher tier but cannot mix tiers of entry across the skill areas.

Foundation tier exams *Higher tier in italics*

Listening 35 minutes *45 minutes* with questions in English and the target language

Speaking 7-9 minutes *10-12 minutes* + 12 minutes preparation time

Reading 45 minutes *60 minutes* with questions in English and the target language and translation from the target language

Writing 60 minutes (four sentences about a photo, short passage, translation into the target language, written task of approximately 90 words with a choice of two questions) *75 minutes (written task of approximately 90 words with a choice of two questions, written task of approximately 150 words with a choice of two questions, translation into the target language)*

Additional Information:

There is the opportunity to take part in the trip to Vienna in Year 10 or 11. Our visit to Austria overlaps with the Easter holidays.

Students will be provided with a complete list of vocabulary and grammar to assist them in their independent learning. Access to a bilingual dictionary is highly beneficial.



Spanish

Head of Department
Mrs T Bevan



Exam Board: AQA

Outline of Subject: You will continue to develop your foreign language knowledge and skills in listening, speaking, reading and writing. You will also increase your knowledge of grammar, enabling you to be more creative with language and learn more about countries where Spanish is spoken. This course will equip you with the knowledge and skills to continue to study the language at a higher level e.g. as an AS / A level. There are many university degree courses in which a language can be combined with a wide range of other subjects. Even if you do not choose to pursue your language studies beyond GCSE, your knowledge of a foreign language should make any visit to a country where it is spoken a more enjoyable and satisfying experience.

Course Content Topic Title

Year	Term 1	Term 2	Term 3
10	Self and Family Town and Home School part 1 Christmas and New Year in the Hispanic World	School part 2 and Future Plans Free time Festivals in the Hispanic World	New Technologies Shopping part 1
11	Shopping part 2 Environment Holidays	Healthy Living Travel and Transport Our World part 1	Our World part 2

Skill Development: Learning a language encompasses a wide variety of skills. You will improve your memory and communication techniques. You will develop analytical skills and extend your knowledge of how to apply rules. You will also improve your abilities to complete various different types of listening, speaking, reading and writing tasks, including translation.

Assessment: All four skill areas will be assessed at the end of year 11. Students will be entered at either Foundation or Higher tier but cannot mix tiers of entry across the skill areas.

Foundation tier exams *Higher tier in italics*

Listening 35 minutes *45 minutes* with questions in English and the target language

Speaking 7-9 minutes *10-12 minutes* + 12 minutes preparation time

Reading 45 minutes *60 minutes* with questions in English and the target language and translation from the target language

Writing 60 minutes (four sentences about a photo, short passage, translation into the target language, written task of approximately 90 words with a choice of two questions) *75 minutes (written task of approximately 90 words with a choice of two questions, written task of approximately 150 words with a choice of two questions, translation into the target language)*

Additional Information:

There is the opportunity to take part in the Spanish exchange in Year 10. (Our visit to our exchange school, in San Sebastian, will either overlap with May half-term or work experience in September of year 11.)

Students will be provided with a complete list of vocabulary and grammar to assist them in their independent learning. Access to a bilingual dictionary is highly beneficial.

Music

Head of Department
Mrs M Gale (Curriculum)

Exam Board: Eduqas (WJEC)

Outline of Subject:

GCSE Music aims to develop the core elements of **performing, composing, listening and appraising** in a practical and fully integrated manner. In doing so students develop many skills which are essential for the workplace and Further Education whether in a music related environment or not. If you do not continue with music at college etc... this qualification still shows that you have a wide range of practical, academic, artistic and creative skills.

Course Content Topic Title

Year	Term 1		Term 2		Term 3	
10	Rhythm! <i>Performance & Composition</i>	The Blues <i>Performance & Composition</i>	Ground Bass <i>Performance & Composition</i>	Minimalism <i>Performance & Composition</i>	Film Music <i>Performance & Composition</i>	Free Composition <i>Learning the 2 set extracts</i>
	Solo 1 rec	Solo 1 rec	Solo 2 rec	Solo 2 rec	Solo 3 rec	Solo 3 rec
11	Composition coursework <i>+ Listening skills</i>	Composition coursework <i>+ Listening skills</i>	Composition coursework <i>+ Listening skills</i>	Listening exam work <i>Learning the 2 set extracts</i>	Listening exam work + Revision	
	Solo final rec	Ensemble rec	Ensemble rec	Ensemble rec		

Skill Development: You will develop and improve your composing skills by composing pieces of music in different styles. You will learn how to use music technology to aid composing. For homework you will be continually practise your instrument to improve your technique. Composition coursework and performance coursework can be in any style/ genre you wish, that suits your skills and interests. The course focuses on practical music making (composing and performing) as much as possible. You will gain confidence as a performer and composer as the course progresses through listening to and learning about different styles of music.

Assessment: Performing and composing coursework is worth **60%** of your final mark. There is only **one** written exam; a **1 ¼ hour** listening exam at the end of year 11 which is worth **40%**.

Component 1: Performing - Coursework 30% (*One solo and one ensemble recording*)

Component 2: Composing - Coursework 30% (*Two compositions*)

Component 3: Examination - 40% (*1 ¼ hr listening exam*)

Additional Information:

This course is suitable for instrumentalists and vocalists who already have music lessons in or out of school and are at least grade 2- 3 standard. Being able to read music notation to a basic level would be an advantage.

This is a flexible course in terms of musical style / genre and we allow as much free choice as possible and students can choose their own performance pieces (*component 1*) as well as their own chosen style to compose in (*component 2*).

Music Technology

Head of Department
Mrs M Gale
(Curriculum)



Exam Board: RSL – Level 2 Certificate in Music Technology

Outline of Subject:

This course is a Level 2 vocational qualification graded at Pass, Merit and Distinction. The qualification is equivalent to one GCSE graded 4 - 7.75. It aims to equip learners with the necessary skills required to utilise technology in today's Music industry. Students will need basic keyboard skills and have an interest in composition to take this course. Students will need to be able to work independently on written research projects about music hardware/software and different musical styles.

Course Content

Topic Title

Year	Term 1	Term 2	Term 3
10	Introduction to Logic Pro X	Using a Digital Audio Workstation	Musical Knowledge and Understanding
11	Music sequencing and Production	Music sequencing and Production	Final portfolio preparation

Skill Development:

Students will learn how to:

- Record into a DAW using a Midi keyboard.
- Develop and improve their composition and keyboard skills.
- Use computer software to create, enhance and edit music.

Students will be using industry standard hardware and software (iMacs and Logic Pro X), and these skills will be transferable should they wish to continue their studies in this field.

Assessment:

The course consists of 3 units. There is no final written exam for this vocational course. For each unit the student will provide a portfolio of evidence (written work and compositions using Logic Pro X) that demonstrates their understanding in relation to the learning outcomes set by the exam board.

Units covered:

- | | | |
|---------------------------------------|---------------------|-----|
| • Using a Digital Audio Workstation | Internally assessed | 40% |
| • Musical Knowledge and Understanding | Internally assessed | 20% |
| • Music Sequencing and Production | Externally assessed | 40% |

Additional Information: The most important reason for studying Music is because you enjoy it! Music technologists have skills that can be used in a variety of professional contexts; Film, Theatre, TV, Computer Games, Website Design etc. As the course is made up of several large projects, students should be able to work independently for long periods and be enthusiastic about wanting to develop and explore their own original compositional ideas. Due to the requirements of portfolio evidence, students also need to be well organised and self-motivated. The Level 3 Certificate of this course is offered at various colleges should you wish to continue and progress further in this field.



Physical Education

Head of Department
Mr B Hall



Exam Board: AQA GCSE Physical Education

Outline of Subject: GCSE PE is now 60% theory and 40% practical. It will require students to be very academic as well as accomplished sports people. Over the 2 years, students will learn aspects mainly of physiology, psychology and health. Students will learn how to apply this knowledge on paper and physically. Students will also maintain good levels of health and fitness to perform in games and activities to a high standard.

Learning Content Topic Title

Year	Term 1		Term 2		Term 3	
10	<p>Theory: Physical training Use of data</p> <p>Practical: Initial assessment of sports.</p>	<p>Theory: Physical training Use of data Anatomy and Physiology</p> <p>Practical: Football, Netball, Hockey, Basketball, Badminton. (Dependent on group and facilities available)</p>	<p>Theory: Anatomy and Physiology Movement analysis Physical training Use of data</p> <p>Practical: Football, Netball, Hockey, Basketball, Badminton. (Dependent on group and facilities available)</p>	<p>Theory: Movement analysis</p> <p>Practical: Football, Netball, Hockey, Basketball, Badminton. (Dependent on group and facilities available)</p>	<p>Theory: Movement analysis Revision for trial exams</p> <p>Practical: Tennis, Athletics, Cricket, Swimming. (Dependent on facilities available).</p>	<p>Theory: Revision for trial exams.</p> <p>Practical: Tennis, Athletics, Cricket, Swimming. (Dependent on facilities available).</p>
11	<p>Theory: Sports psychology Socio-cultural influences Health, fitness and well being Use of data</p> <p>Practical: Football, Netball, Hockey, Basketball, Badminton. Reassessment of activities. (Dependent of group and facilities).</p>	<p>Theory: Sports psychology Socio-cultural influences Health, fitness and well being Use of data Trial exam</p> <p>Practical: Practical lessons finished. External activities for individual students. (after school)</p>	<p>Theory: Revision for final exam.</p> <p>Practical: Moderation preparation</p>	<p>Theory: Final exam revision.</p> <p>Practical: Completed!</p>	<p>Theory: Final exam revision.</p> <p>Practical: Completed!</p>	

Skill Development:

Practical - We aim to develop skills in the following activities:

- Team sports: Football, Netball Hockey, Basketball
- Individual sports: Tennis, Badminton, Table Tennis, Trampolining, Athletics

Theory: Students will learn the course content over 18 months and will be given the skills to answer long, short and multiple choice questions. Lessons and revision sessions and homework will develop exam technique and how to answer exam style questions.

Assessment Styles: Practical - You will be assessed in three activities: 1 team and 1 individual activity as well as another team OR individual activity with a written component (10%). This in total will be 40% of the final grade.

Theory - Students will complete two written exam papers of 1 hour 15 minutes. This will be 60% of your final grade.

Additional Information

To do well in in GCSE PE you must:

- Be doing extra-curricular activities or maintaining an excellent level of fitness in school or outside of school.
- Have a good understanding of science, particularly biology from Key Stage 3.
- **Be regular and accomplished sports people, playing for teams inside or outside of school - THIS IS A MUST!**



RS

Head of Department
Ms G Heron



Exam Board: AQA Religious Studies A

Outline of Subject:

RS GCSE covers two of the major world religions and four contemporary ethical themes, ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

Course Content

Topic Title

Year	Term 1		Term 2		Term 3	
10	Component 1 Islam - Beliefs	Component 1 Islam - Practices	Component 1 Christianity - Beliefs	Component 1 Christianity- Practices	Component 2 Relationships and Families	Component 2 Religion and Life
11	Component 2 Religion, Peace and Conflict	Revision of Components 1 and 2 (so far) for Year 11 Trial Exams	Component 2 Religion, Peace and Conflict Contd.	Component 2 Religion, Human Rights and Social Justice	Revision of Components 1 and 2 for final exams	Revision of Components 1 and 2 for final exams

Skill Development:

Students will develop knowledge and understanding of religion and beliefs including: beliefs, practices, sources of authority, influence on individuals, communities and societies, and similarities and differences within and/or between religions and beliefs. They will also develop skills of analysis and evaluation as they consider aspects of religion and belief, including their significance and influence. In addition, students will develop critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

Assessment:

Component 1 - Study of religions: beliefs, teachings and practices: Christianity and Islam, is assessed in a 1 hr 45 minutes written exam paper (50% of the final GCSE grade). Component 2 - Religious, philosophical and electrical studies: Religion and Life, Relationships and Families, Peace and Conflict, and Human Rights and Social Justice is assessed in a 1 hr 45 minutes written exam paper (50% of the final GCSE grade).

Additional Information:

A trip to Rome is offered to students. RS GCSE is a recognised Humanities subject and qualification, recognised by colleges and employers. It is useful for all students, in particular, those who hope to work in medicine, with the public or in the media, or who are interested in people centred subjects or philosophy.



Study Skills and Support

Head of Department
Mrs L Peaston



Outline of Study Skills:

This course is intended to help support those students who may find a full range of examination subjects too demanding. The sessions allow students time to complete homework, any coursework and revision in school time and in the presence of a supportive member of staff. They can also work on other important documents such as college applications and personal statements.

Outline of English and Mathematics Support:

This course is intended to support students who may struggle to achieve English and Mathematics at grade 4 or above. By reducing one option and providing an additional one hour and fifteen minutes of mathematics and one hour and fifteen minutes of English a week, this should improve student understanding and confidence in these subjects.

They will be run by subject specialist teachers and used to compliment and reinforce the teaching of English and mathematics that is taught as a compulsory subject.

Year	Study Skills	English and Mathematics Support
10	Lesson Activities Individual study time and support to help with homework and subject coursework.	Lesson Activities A variety of teaching styles will be used, including group work, independent study and formal teaching.
11		

IMPORTANT - Additional Information

Study Skills: This option subject will be recommended to only a few students and parents will be contacted where necessary. This is normally only offered to students who have been in the Study Skills groups in years 7-9.

English and Mathematics Support: This option will be recommended to a number of students and parents will be contacted as necessary.

Important Dates

At the present time, we do not have GCSE Examinations timetables for 2023. We can estimate, however, at the approximate dates for the start and finish of the exam period. A detailed timetable is produced in the Spring of Year 11, showing the dates, durations and venues of exams. A copy will be issued to you around the middle of March. Since we do not know the exact school term dates for 2021-2023, some of the following information must be regarded as a rough guide at this stage:

Year 10 Information Evening	Early October 2021
Year 10 Interim Assessments	Feb 2022
Year 10 Exams	June 2022
Year 11 Trial Exams	Early December 2022
GCSE entries confirmed by letter	Mid-January 2023
Additional Trial exams	February 2023
Year 11 begin exam timetable	Mid May 2023
GCSE exams begin	Mid May 2023
GCSE exams end	End of June 2023
GCSE results issued	Late August 2023
Certificate Presentation	Mid-November 2023

Home Learning and Controlled Assessment

The last two years of compulsory education are going to be very busy; students will have to spend a lot of time on home learning, controlled assessment and revision for final exams. We try to ensure that each piece of home learning will take around forty-five minutes during Years 10 and 11, and that each subject will set two pieces each week - (Science counts as two subjects). Students are taking up to ten subjects, this can total around thirteen hours per week.

All parents and students are issued with a home learning timetable at the beginning of the Autumn Term. In order to ensure that your parents are kept fully in the picture about home learning/controlled assessment, we would ask that as a matter of routine they continue to inspect and sign your Log Book each week. Teachers will do their best to ensure that at least two evenings are available for completing home learning, so that it can be fitted in with your other activities and commitments.

Students, therefore, need to get into a routine of planning your evenings to allow sufficient time for home learning. Remember that in a number of subjects you will be set extended projects, with deadlines that can, at first, seem a long way off.

After the Parents Information Evening in October of Year 10, a comprehensive document outlining controlled assessment commitments and deadlines for the year is issued to students and parents.

Subject teachers and tutors will be offering useful advice on study skills and time management techniques. We will continue to ask parents to monitor your work and check log books. Such help may serve to avoid the rush to complete overdue assignments that might otherwise occur during Year 11. In some subjects, teachers have broken down long assignments into a group of smaller, more manageable sections, and have set mini-deadlines for their completion. If students keep to these deadlines, they will find it easier to cope with the workload.

For home learning and controlled assessment to be done well, students need to have access to a good working environment. If this is difficult to arrange, you can always use a quiet room, ICT room or the Library at lunch time, or the Library after school until 4.00. A large number of computers are available at lunch times and after school. Senior staff may be able to provide a place to work beyond 4.00 pm with mutual agreement.

Although we would wish to encourage students to discuss pieces of home learning with your parents, we must stress that where controlled assessment is concerned this must be **students own work**. If a teacher becomes suspicious that a student has received outside assistance without declaring it, the work will not be submitted for assessment. Indeed, if such misconduct were to be detected at a later stage by the GCSE Examining Group, the student would be disqualified from that subject altogether.

It is, of course, very important that students do not end up having to sacrifice all your leisure time in the build up to examinations and controlled assessment deadlines. Students are likely to achieve better results if you include in your plans opportunities to unwind, through sport, social activities or whatever. The more that they plan their work patterns from the start, the more time they will have later on for such pursuits.

Long Periods of Absence Due to Illness

It is a sad reality that each year a few students will go down with some long-term illness or other. In most cases it is possible for you to catch up afterwards with your controlled assessment, without detriment to the GCSE Grade of which you are capable. In the unlikely event that this is not possible, the Exam Groups are prepared to consider a request for special consideration, provided that medical evidence is available and the school supports the request. If such a situation seems to be arising, ask your parents to contact Mr Collar as soon as possible.

Holidays

Given that any absence during Years 10 or 11 is likely to result not only in normal work being missed but also in controlled assessment and possibly examinations being missed, we feel that it would be ill-advised for you to take holiday during these years. Under no circumstances will the Exam Groups make allowances for the consequences of such absences.

Examination Entries

You are likely to sit all formal examinations at the end of year 11. GCSE examination entries, for the Summer of year 11, are made early in the Spring Term of the Year 11. Your parents will be informed of the details by letter in mid-January 2020. Any queries about entries must be resolved within a week of this date, so that entries may be processed and sent to the Examining Groups before the entry deadline in early February.

Provision for Specific Special Needs

If you have a significant special need, the Examining Group will, given medical evidence, agree to special arrangements for the sitting of examinations. More often than not this amounts to a period of additional time in examinations, but it can consist of large-type exam papers, rest breaks, etc. Although we have our own checking procedures, it is worth contacting Mr Hicks or the Special Needs Department early in Year 10 to find out if special provision might be available and appropriate.

Illness During the Examination Period

The Examining Groups may make some allowance for temporary illness such as glandular fever, provided that medical evidence is available and the school supports the request. Each year we have a few candidates whose performance may be impaired by such an illness. Indeed, we have had to make very specific arrangements for certain students. If you are totally unable to take a paper, you may still be awarded a Grade in the right circumstances, since controlled assessment and trial examination papers can sometimes provide sufficient evidence of achievement. Medical or other evidence may be needed to be provided if examinations are missed.

Leaving School

You can leave school as soon as you have completed your last examination and have returned all your school books, paid for project materials being taken home etc.

A return form must be completed by each of you for this purpose. Under normal circumstances this will result in a leaving date in early July.

GCSE Exam Results

Examination results arrive at school towards the end of August and can be collected from school on the day the results are released. Alternatively, the results will be posted to students. As a result of this it is important that if students move house late in year 11 or immediately after leaving, they give the school their new address.

Certificate Presentation

This event takes place in the November following your departure from the school. You and your parents are encouraged to come to attend the award of your GCSE Certificates, and, equally importantly, to meet socially with the staff. You and your parents will receive a formal invitation to Certificate Presentation in the September or October following your departure.

OPTION CHOICES FORM 2021 – 2023 DRAFT
THIS IS AN ILLUSTRATION FROM LAST YEAR. FORM IS LIKELY TO BE ONLINE THIS YEAR.

Name Tutor Group

	Subjects	Choice
Section A Languages (Choose one)	French, German, Spanish OR Child Development (Level 1/2) English/Maths Support (by invitation only)	-----
Section B Humanities (Choose one)	History Geography Religious Studies	-----
Section C Free choices (Choose two)	French, German, Spanish, History, Geography, Religious Studies, Design Technology, Engineering, Food Preparation and Nutrition, Fine Art, Commercial Art, 3D Art, Dance, Enterprise (BTEC), Media Studies, Music, Music Technology, Drama (Acting), Drama (Design & Technical), Business, Physical Education, Computer Science, English/Maths Support (by invitation)	----- -----
Reserve Option	See page 48 for details	

I wish to be considered for Triple Science, if I meet the criteria I **do not** wish to be considered for Triple Science

Students must select four different subjects from the three sections above.

- Design Technology can only be selected once (Section A in the exam is the core element and is the same across all specialisms, Section B are questions on your chosen specialism).

Please select a preference specialism within Design Technology

Paper & Boards
(Graphics) Timber
(Materials) Fibres & Textiles
(Textiles)

- You **must select a foreign language**, unless you are in one of the groups identified in page 7 of this booklet (please also see guidance on page 9).
- Dual linguists must select their first language in the Languages box and their second in the free choice box.
- You can select a subject only once. Also it is not possible to select both Art and 3D Art or both Drama (Actors) and Drama (Technical).
- An option may not run if there are not enough numbers for it to be viable, or if there are timetable constraints.
- If a student has selected options that do not appear to offer sufficient breadth and balance, then we will contact parents and carers to discuss the choices.

**This form must be returned to Mr Balmond
from Monday 22nd March and by Thursday 1st April *at the latest***

All students need to fill out this section of the form

1. Reserve Choice

It may not be possible, for a variety of reasons, to offer all of the four selections. This could be because of timetable constraints and either under-subscription or over-subscription for a given subject.

It is for this reason that it is necessary for students to select, and be prepared to take the reserve subject. If there is a need to use a reserved subject we will discuss this with students and parents and carers on an individual basis.

My 5th option (reserve option) is:

You do not have to fill in this section of the form unless you wish to do so

2. Alternative Choice

Use this section of the form if you wish to make an alternative choice of a subject from either column A or B on the options form.

N.B. if it is a selection to not take a language then we will require a supporting letter with the options form.

Write the name of the subject you **DO** want here:

and the subject you want it to replace here:

As explained on page 7, we undertake to look at all alternative choices but do not guarantee that we will be able or willing to make them.

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Signed (Student)

Signed (Parent/Carer)