



THE DEAN TRUST Lord Derby Academy

YEAR 9 OPTIONS BOOKLET



KEY STAGE 4 OPTIONS 2023-2025

Believe Achieve Succeed

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Key Stage 4 Curriculum Provision

Welcome

Welcome to the Options Booklet for our current Year 9 pupils at Lord Derby Academy. These pupils will be embarking on their Key Stage 4 (KS4) studies from September 2023. This is a crucial time for our pupils and we are here to guide them and to advise them as they make important choices which will have a direct impact on their future life chances.

At Lord Derby Academy we aim to provide a traditional curriculum which matches the abilities and aspirations of our pupils, fulfils the ambitions of parents/carers for their children and meets the requirements and expectations of further education providers and employers. The world of 14-19 education and beyond is in a period of significant change and we must respond to this change appropriately whilst always keeping the best interests of our pupils at the heart of our decisions.

The well designed KS4 curriculum at Lord Derby Academy offers a broad and balanced range of courses, with the essential subjects of English, Mathematics and Science at the core of our provision. We are also placing a real emphasis on the English Baccalaureate (EBACC) which comprises GCSE qualifications across a suite of academic subjects (English Language and English Literature, Mathematics, Science including Computer Science, Geography/ History, French/ Spanish).

We have analysed the performance data of each of our Year 9 pupils and we have then placed individuals on what we believe to be the appropriate KS4 pathway to enable them to attain, achieve and maximise their potential.

Some of our pupils have been placed on the '**Compulsory MFL Pathway**' and others have been placed on the '**Optional MFL**' pathway. Parents/carers will be informed individually as to which pathway their son/daughter will be following.

All pupils at Lord Derby Academy will be studying the following subjects as part of their compulsory education at KS4:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science (Combined Science or 3 Separate Sciences)
- GCSE Geography and/or GCSE History
- Pupils on the 'Compulsory MFL' pathway will also be studying GCSE Spanish. Pupils on the 'Optional MFL' pathway can study GCSE French and/or GCSE Spanish if they opt to do so.

In addition to the above subjects, we are offering a wide range of Level 2 option choices, comprised primarily of GCSE qualifications. We are confident that these courses will broaden and deepen the experience of our pupils and will ensure all pupils have access to a minimum of nine qualifications.

The coming weeks are clearly a very important period in the educational life of our Year 9 pupils. We ask families to take full advantage of the guidance and resources available and to discuss the possibilities and choices thoroughly. The staff at Lord Derby Academy are here to support pupils in making the right choices in order to ensure each individual is able to follow an appropriate pathway to success.

Frequently Asked Questions:

Who can pupils speak to for advice?

All staff at Lord Derby Academy will help to advise pupils in their option choices. The list of people below would be a good starting point:

Mrs Ellis– Deputy Headteacher (Director of Curriculum)

Miss Morrison – Assistant Headteacher (Director of KS4)

Mrs Blackmore – Head of Year 9

Mrs Broadhurst – Year 9 Pupil Support Manager

Mrs Scott – Lead Pupil Support Manager

Mrs Finn – Inclusion Manager

Ms Thwaite – SENDCO

Year 9 Form Tutors

Heads of Department

LDA Careers Advisor

What do 'GCSE' and 'BTEC' stand for?

GCSE stands for 'General Certificate of Secondary Education'

BTEC stands for 'Business and Education Technology Council'

What is a BTEC?

A BTEC is a work-related course. Pupils learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. BTECs provide a good basis for pupils to go on to a more advanced work-related qualification.

How are pupils allocated to the pathways?

Pathways have been decided by looking at a pupil's individual performance data, including his/her results achieved at KS2 and his/her progress at KS3. We have also discussed a pupil's needs and abilities with subject teachers and Heads of Department. We have then selected the pathway we feel is most appropriate for a pupil's chances of success.

Can pupils choose any subjects they want?

Some subjects are compulsory. These subjects are known as the core curriculum. There is then a range of other guided subject choices for pupils to opt from. We cannot guarantee pupils will always be allocated their first option choices but we will always aim to ensure a pupil is pleased with the qualifications he/she will be working towards.

Will pupils be able to change their mind in Year 10?

This is very unlikely. Pupils need to choose their options carefully because it is difficult for us to move pupils around once the timetable is finalised.

How can pupils make appropriate options choices?

It is important that pupils consider their choices very carefully. This booklet provides a lot of information but pupils should also talk to their form tutors, subject teachers and the staff listed above. Pupils should consider the information on the Google Classroom: nibbhm and discuss their choices with teachers. There will be opportunities for parents/carers to talk to subject leads and specialist staff too. Pupils can also book an appointment with our Careers Advisor or an appropriate member of staff.

When choosing Options, pupils should:

Select subjects they enjoy

Select subjects they are good at

Ask teachers, support staff, parents/carers for advice

Consider the careers they might be interested in and research which subjects are useful for these careers

Pupils should not:

Select a subject because their friends are planning on studying it

Select a subject because they like the teacher (they may well be allocated a different teacher at KS4)

Options Overview & Timeline

How are schools judged?

The Department for Education introduced new accountability measures for schools in 2016:

1. Progress against a suite of 8 subjects (with 5 places reserved for EBACC subjects)
2. Attainment across a suite of 8 subjects
3. The percentage of pupils achieving a Grade 5 or above in English Language or English Literature and Mathematics
4. The EBACC (the percentage of pupils who achieve good grades in the range of academic subjects which comprise the EBACC)
5. A destination measure

Please be aware that:

Options forms handed in after the 10th March 2023 deadline will only be considered after those handed in by this date. This means that if pupils are late handing in their form they may have less chance of being offered their first choice of subject.

Senior staff will consider a pupil's options choices carefully and further conversations will take place before final decisions are made.

Not all subjects will run. We have deliberately tried to keep our range of subjects as broad as we can and, where possible, pupils will be given their first choices. However, if a particular subject attracts only a few pupils, or if there are any unexpected issues arising regarding a certain subject, then those pupils will be offered a reserve choice.

On the next page is a copy of the options grids for each pathway. There then follows a description of the courses that make up the core curriculum and the options choices.

The following websites can prove useful:

www.careerconnect.org.uk

www.gov.uk/government/organisations/department-for-education

If you choose 3 separate sciences in the science column, you have to ALSO choose it for OPTION 3

Pathway	GCSE Maths (5)	GCSE English Lang (3)	GCSE English Lit (2)	GCSE Science Choose <u>one</u> (5)	Option 1 Humanities Choose <u>one</u> (3)	Option 2 Modern Language / Vocational Choose <u>one</u> (3)	Option 3 Identify Choice 1 & Choice 2 (3)	Option 4 Identify Choice 1 & Choice 2 (3)	PE (2)	PSHE (1)
Compulsory MFL	<input checked="" type="checkbox"/> GCSE Maths (Compulsory)	<input checked="" type="checkbox"/> GCSE English Language (Compulsory)	<input checked="" type="checkbox"/> GCSE English Literature (Compulsory)	<input type="checkbox"/> 3 Separate Sciences (8) <input checked="" type="checkbox"/> Combined Science	<input type="checkbox"/> GCSE Geography <input type="checkbox"/> GCSE History	<input type="checkbox"/> GCSE Spanish <input type="checkbox"/> GCSE Statistics <input type="checkbox"/> GCSE Art & Design <input type="checkbox"/> GCSE Textile Design	<input checked="" type="checkbox"/> 3 Separate Sciences <input type="checkbox"/> GCSE Statistics <input type="checkbox"/> GCSE Art & Design <input type="checkbox"/> GCSE Textile Design <input type="checkbox"/> GCSE Drama <input type="checkbox"/> GCSE Food Preparation & Nutrition <input type="checkbox"/> GCSE Design Technology	<input checked="" type="checkbox"/> GCSE Computer Science <input type="checkbox"/> GCSE Statistics <input type="checkbox"/> GCSE Art & Design <input type="checkbox"/> GCSE Business <input type="checkbox"/> GCSE Dance <input type="checkbox"/> GCSE Food Preparation & Nutrition <input type="checkbox"/> GCSE Design Technology	Core PE	PSHE
						<input type="checkbox"/> National Certificate in Child Development <input type="checkbox"/> National Certificate in Sport Studies <input type="checkbox"/> GCSE Art Photography <input type="checkbox"/> National Certificate in Engineering Design <input type="checkbox"/> BTEC Digital Information Technology	<input type="checkbox"/> GCSE History <input type="checkbox"/> GCSE French <input type="checkbox"/> GCSE Spanish <input type="checkbox"/> VTCT Hair & Beauty <input type="checkbox"/> GCSE Physical Education Sport Studies <input type="checkbox"/> GCSE Religious studies <input type="checkbox"/> BTEC Health & Social Care	<input type="checkbox"/> GCSE Geography <input type="checkbox"/> GCSE French <input type="checkbox"/> GCSE Astronomy <input type="checkbox"/> GCSE Physical Education <input type="checkbox"/> National Certificate in Sport Studies <input type="checkbox"/> National Certificate in Child Development <input type="checkbox"/> Music		
Optional MFL										

You can only study one subject highlighted in pink

You must choose a 1st choice and a RESERVE Option in columns 2,3,4 (with the exception of Spanish on the compulsory EBACC Pathway)

If you are on the OPTIONAL MFL Pathway, you will choose one subject from this section

The subjects in green are part of the EBACC

You can only study one subject highlighted in blue

CORE SUBJECTS

The following subjects comprise our Core Curriculum and will be studied by all pupils at KS4:

GCSE Mathematics (EBACC) Higher or Foundation

GCSE English Language (EBACC)

GCSE English Literature (EBACC)

GCSE Science (Combined or 3 Separate Sciences) (EBACC)





Subject: Mathematics (Foundation)		Year 10 and Year 11	
Examination Board: Edexcel	Specification Code: 1MA1	Qualification: GCSE	
Director of Faculty: Mrs. Speer		KS4 Subject Lead: Mrs. Speer	
Curriculum Rationale:			
<p>Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.</p> <p>Our aim is for all pupils to become fluent in the fundamentals of Mathematics, including the ability to reason mathematically and solve problems. During the KS4 course our pupils will develop the mathematical skills, knowledge and resilience to solve problems in a variety of routine and non-routine problems, including the ability to break down problems into a series of steps. Where possible we will promote enjoyment of Mathematics and support pupils in experiencing Mathematics outside the classroom. We recognise the importance of pupils understanding how Mathematics links to the real world and throughout the KS4 curriculum look for opportunities to show pupils how they can apply their mathematical skills and knowledge to real life problems.</p> <p>Pupils will follow the Edexcel course in GCSE Mathematics. Pupils will learn to develop knowledge, skills and understanding of mathematical methods and concepts. Pupils will learn how to acquire, select and apply mathematical techniques to solve problems, including the application of Mathematics in real life contexts. Content of the course is split into the following areas: Number, Algebra, Ratio and Proportion, Data Handling, Probability, and Shape, Space and Measure.</p>			
Year 10 – Course Content			
<ul style="list-style-type: none">• Coordinates• Integers• Negative Numbers• Simplifying and substitution• Pythagoras• Angles, Lines and Triangles• Linear Graphs• Transformations• Comparing numbers, Rounding and Estimation• Decimals• Expand and Factorise Brackets• Fractions• 2D and 3D Shapes• Solving Equations• Percentages• Area and Perimeter• Circles• Ratio• Proportion• Averages and Range• Types of Number• Displaying Data• Sequences• Standard Form• Trigonometry• END OF YEAR ASSESSMENT			

Year 11 – Course Content

- Probability
- Fractions, Decimals and Percentages
- Real Life Graphs
- Inequalities
- Proportion
- Simultaneous Equations
- Surface Area
- Volume
- Maps and Bearings
- Similarity and Congruence
- Compound Measures
- Construction
- Trial and Improvement and Algebraic Reasoning
- Vectors
- Collecting Data
- Revision
- Past Paper and Exam practice
- NOVEMBER MOCK EXAM
- FEBRUARY MOCK EXAM

Assessment Overview:

Pupils will sit graded assessments at the end of every half term and are expected to revise for these assessments throughout the year.

Pupils will sit an exam at the end of Year 10, to assess the progress they have made in preparation for the GCSE exam in Year 11.

In Year 11 pupils will sit two mock examinations, one in November and one in February.

The qualification is assessed by three examinations (one non-calculator and two calculator), each examination is worth one third of the overall grade.

Homework and Revision Guidance:

- An online or written homework task will be given weekly by class teachers
- Revision sessions will formally commence in the Spring Term and a timetable will be shared with pupils and parents via Google Classroom
- www.mathswatchvle.com: Mathswatch can be used to access tutorial videos and questions on all Mathematical topics on the KS4 Mathematics syllabus
- Each pupil has been given a unique username and password for these online resources which are recorded in their planner at the beginning of the academic year. Pupils may also be set work specifically by their class teacher from this site

Learning and Career Pathways:

What could it lead to in Sixth Form?

A level Mathematics
A Levels accountancy
Personal Finance

What careers/University courses would this subject help me to enter? Possible University Courses

Mathematics, Statistical Research, Mathematics with a wide range of other subjects, Engineering, Accountancy and ICT Degrees.

Possible Careers

Finance, ICT, Teaching, Engineering and Accountancy.



Subject: Mathematics (Higher)		Year 10 and Year 11	
Examination Board: Edexcel	Specification Code: 1MA1	Qualification: GCSE	
Director of Faculty: Mrs. Speer		KS4 Subject Lead: Mrs. Speer	

Curriculum Rationale:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.

Our aim is for all pupils to become fluent in the fundamentals of Mathematics, including the ability to reason mathematically and solve problems. During the KS4 course our pupils will develop the mathematical skills, knowledge and resilience to solve problems in a variety of routine and non-routine problems, including the ability to break down problems into a series of steps. Where possible we will promote enjoyment of Mathematics and support pupils in experiencing Mathematics outside the classroom. We recognise the importance of pupils understanding how Mathematics links to the real world and throughout the KS4 curriculum look for opportunities to show pupils how they can apply their mathematical skills and knowledge to real life problems.

Pupils will follow the Edexcel course in GCSE Mathematics. Pupils will learn to develop knowledge, skills and understanding of mathematical methods and concepts. Pupils will learn how to acquire, select and apply mathematical techniques to solve problems, including the application of Mathematics in real life contexts. Content of the course is split into the following areas: Number, Algebra, Ratio and Proportion, Data Handling, Probability, and Shape, Space and Measure.

The qualification is assessed by three examinations (one non-calculator and two calculator), each examination is worth one third of the overall grade.

Year 10 – Course Content:

- Negative Numbers
- Angles
- Linear & Real Life Graphs
- Integers, Decimals and BODMAS
- Comparing numbers, Rounding and Estimation
- Simplifying and Substitution
- Expanding and Factorising
- Special Number and Index Laws
- Surds
- Solving Equations and Rearranging Formula
- Fractions
- Standard Form
- Simultaneous Equations
- Averages
- Percentages
- Fractions, Decimals and Percentages
- Compound Measures and Kinematics
- Sequences
- Maps and Bearings
- Pythagoras
- Perimeter, Area and Volume
- Trigonometry
- Algebraic Fractions
- Ratio
- Further Trigonometry
- Transformations
- END OF YEAR ASSESSMENT

Year 11 – Course Content:

- Circles
- Algebraic Proof
- Proportion
- Histograms
- Similarity and Congruence
- Further Graphs
- Probability
- Collecting and Displaying Data
- Construction
- Similarity and Congruence
- Functions
- Transformations of Graphs
- 2D and 3D Shapes
- Bounds
- Inequalities
- Set Notation
- Circle Theorems
- Vectors
- Revision
- Past Paper and Exam practice
- NOVEMBER MOCK EXAM
- FEBRUARY MOCK EXAM

Assessment Overview:

Pupils will sit graded assessments at the end of every half term and are expected to revise for these assessments throughout the year.

Pupils will sit an exam at the end of Year 10, to assess the progress they have made in preparation for the GCSE exam in Year 11.

In Year 11 pupils will sit two mock examinations, one in November and one in February.

Homework and Revision Guidance:

An online or written homework task will be given weekly by class teachers.

Revision sessions will formally commence in the Spring Term and a timetable will be shared with pupils and parents via Google Classroom.

Additional online resources that can be used to support learning and revision include

www.mathswatchvle.com: Mathswatch can be used to access tutorial videos and questions on all mathematical topics on the KS4 Maths syllabus.

Each pupil has been given a unique username and password for these online resources which are recorded in their planner at the beginning of the academic year. Pupils may also be set work specifically by their class teacher from this site.

Learning and Career Pathways:**What could it lead to in Sixth Form?**

A level Mathematics

A Levels accountancy

Personal Finance

What careers/University courses would this subject help me to**enter? Possible University Courses**

Mathematics, Statistical Research, Mathematics with a wide range of other subjects, Engineering, Accountancy and ICT Degrees.

Possible Careers

Finance, ICT, Teaching, Engineering and Accountancy.



Subject: English		Year 10 and Year 11		
Examination Board: AQA	Specification Code: 8700/8702	Qualifications: English Language/ English Literature		
Director of Faculty: Mrs. Fletcher		KS4 Subject Lead: Mrs. Fletcher		
Curriculum Rationale:				
Curriculum intent within the English subject area is founded upon providing pupils with opportunities to gain powerful knowledge and the cultural capital they need to become confident and culturally aware citizens. The English curriculum is designed to develop young people who can value and appreciate the power and beauty of literature and equip them with a broad range of knowledge and skills that will allow them to be active participants in society beyond the school walls. Exploring a varied range of seminal world literature and exposing pupils to challenging literary heritage texts helps them to understand how art can shape our understanding of the world we live in and effect social and political change. The study and discussion of high- quality journalism makes our pupils aware that writing can be used to interrogate society as well communicate their ideas and feelings. By writing and speaking for a range of purposes, pupils are able to grasp the idea of conventions and varying degrees of formality and find their own mode of expression: providing them with the skills and confidence to articulate their own thoughts and ideas. The curriculum is sequenced to build pupils' understanding of thought-provoking concepts and increasingly complex ideas, encouraging their discerning appreciation of literature.				
Year 10	Unit 1	Unit 2	Unit 3	Unit 4
English Literature	Timeline of Literature: Shakespeare and Romantics Shakespeare: Macbeth The Romantics: London, Blake; Ozymandias, Shelley; Extract from The Prelude, Wordsworth	Timeline of Literature: Victorian Writers The 19 th Century Novel: A Christmas Carol, Dickens Victorian Poets: My Last Duchess, Browning; The Charge of the Light Brigade, Tennyson	Timeline of Literature: Modern Modern Drama: An Inspector Calls, Priestley Poetry about WWI and WWII: Exposure, Owen; Bayonet Charge, Hughes; Kamikaze, Garland	The Timeline of Literature: The Now Modern poetry about war: Storm on the Island, Heaney; War Photographer, Duffy; Remains, Armitage; Poppies, Weir Modern poetry about power and conflict: The Emigree, Rumens; Tissue, Dharker; Checking Out Me History, Agard
English Language	Creative Writing		Perspective Writing & Spoken Language	
	Descriptive	Narrative	Letters & Articles	Speeches
Year 11	Unit 1	Unit 2	Unit 3	
English Language	An exploration of creative reading and writing	Writers' Viewpoints and Perspectives	Exam Preparation	
English Literature	Shakespeare and the 19th Century novel revision	Modern Drama and Poetry revision		
Assessment Overview: Pupils will be formally assessed in Year 10 after each component of Literature study. The level of challenge will increase in Year 11, where pupils will be assessed on full Language and Literature papers in preparation for end of year GCSEs.				

Homework and Revision Guidance: Pupils will be expected to complete weekly homework tasks to support their understanding of Literature texts and the development of Language skills. They will be given access to a range of high-quality resources including the use of online platforms, revision guides, cards and workbooks.

Learning and Career Pathways: English is a core subject so all post-16 education or training options will use English skills.

If you share our passion for English there are many exciting opportunities available for further study!

Apprenticeships and vocational courses that are available include: Public Relations Assistant, Broadcast Production Assistant, Digital Marketer, Creative Media, Sports Journalism.

A-levels can be taken in: English Language, English Literature, Combined Language and Literature, Media Studies, Drama and Theatre. English Literature is known as a facilitating subject which means it is commonly asked for in universities' entry

requirements, regardless of the course being applied to – this makes it a good choice to keep degree options open.

Degrees that require English A-level include BA (Hons) in a range of areas including English Language, English Literature, Linguistics, English with Modern Foreign Languages, Creative Writing, Journalism, Media and Education.

For further information about the types of careers that use English please use the

following link: <https://www.bbc.co.uk/bitesize/tags/zfmnwtj/jobs-that-use-english-and-drama/1>



Subject: Combined Science		Year 10 and Year 11	
Examination Board: Edexcel		Specification Code: 1SC0	Qualification: GCSE
Director of Faculty: Mr. Hambleton		KS4 Subject Lead: Mr. Hambleton	
<p>Curriculum Rationale:</p> <p>The vision for science is “to develop ambitious and resilient learners who exceed expectations, question and can apply their working knowledge of science in a modern-day world”. In order to achieve this vision, the curriculum is designed around fundamental concepts to ensure every pupil has the opportunity to become experts in science. The Edexcel Combined Science curriculum is an inclusive 9-1 GCSE that allows pupils to enjoy science and have success in the subject. Every pupil is different, with the same science and equal number of exams across the tiered qualifications, the department is able to structure the course in a way that can both support and stretch the pupils. The specification is straightforward and includes a selection of core practical’s which are designed to help bring science learning to life. The curriculum is carefully constructed to build on prior knowledge, revisit key ideas, provides the opportunity to consolidate knowledge in order to truly master the subject and form complex schema.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • CB1 Key Concepts in Biology • CC1/CC2 - States of Matter & Methods of separating and purifying substances • CP1 – Motion • CB2 - Cells and Control • CC3/CC4 - Atomic Structure & The Periodic Table • CP2 - Forces and Motion 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • CB3 – Genetics • CC5/CC6/CC7 - Ionic Bonding, Covalent Bonding & Types of Substance • CP3 - Conservation of Energy • CB4 - Natural Selection & Genetic Modification • CC8 - Acids and Alkalis • CP4 – Waves 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • CP5 – Light and EM Spectrum • CB5 - Health, Disease & the Development of Medicine • CC9 – Calculations Involving Masses • CP6 - Radioactivity • CB6 – Plant Structures and their Functions 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • CP7/CP8 Forces and their Effects • CC10/CC11/CC12 Electrolytic Processes, Obtaining and Using Metals & CC12 Reversible Reactions & Equilibria • CP9 Electricity and Circuits • CB7 Animal Coordination, Control and Homeostasis • CC13/CC14/CC15 Groups in the Periodic Table, Rates of Reaction & Heat Energy Changes in Chemical Reactions • Mocks revision 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • CP10/CP11 Magnetism and the Motor Effect & Electromagnetic Induction • CB8 Exchange and Transport in Animals • CC16/CC17 Fuels & Earth and Atmospheric Science • CP12/CP13 Particle Model & Forces and Matter • CB9 Ecosystems and Material Cycles 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Paper 1 and Paper 2 revision for the GCSE external exams 	

Assessment Overview:

- End of topic assessments
- One mock exam in Year 10
- Two mock exams in Year 11
- All assessments have a higher (9-4) and foundation tier (5-1)
- Extended writing task, 6- mark questions, are completed in every unit.
- Core practical work is assessed throughout

Homework and Revision Guidance:

- One piece of homework per week
- Observations are ongoing throughout the course
- Revision sessions provided in school
- Learning resources provided via Google Classroom
- Pupils are provided with a CGP revision guide

Learning and Career Pathways:

Studying science offers a wide variety of further education, higher education and Apprenticeship pathways including A-levels and Applied Science courses.

Careers that science can support again are incredible varied from Medicine and Health, Veterinary, Engineering, Pharmacology, Education, Research and many more.



Subject: Triple Science		Year 10 and Year 11	
Examination Board: Edexcel		Specification Code: 1BI0, 1CH0, 1PH0	Qualification: GCSE
Director of Faculty: Mr. Hambleton		KS4 Subject Lead: Mr. Hambleton	
<p>Curriculum Rationale:</p> <p>The vision for science is to develop ambitious and resilient learners who exceed expectations, question and can apply their working knowledge of science in a modern-day world. In order to achieve this vision, the curriculum is designed around threshold concepts to ensure every pupil has the opportunity to become experts in science. Science matters. The Edexcel Triple Science curriculum is an inclusive 9-1 GCSE that allows pupils to enjoy Science and have success in the subject. Every pupil is different, with the same science and equal number of exams across the tiered qualifications the school is able to structure the course in a way that can both support and stretch the pupils. The specification is straightforward and includes a selection of core practicals, which are designed to help bring science learning to life. The curriculum is carefully constructed to build on prior knowledge, revisit key ideas, provides the opportunity to consolidate knowledge in order to truly master the subject and form complex schema.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • SB1- Key concepts in Biology • SB2- Cells and Control • SC1- States of matter • SC2- Methods of separation and purifying materials • SC3- Atomic structure • SC4- The periodic table • SP1- Motion • SP2- Motion and Forces • SP3- Conservation of energy 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • SB3- Genetics • SB4- Natural selection and genetic modification • SC5- Ionic bonding • SC6- Covalent bonding • SC7- Types of Substances • SC8- Acids and Alkalis • SP4- Waves • SP5- Light and the Electromagnetic spectrum • SP6- Radioactivity 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • SB5- Health, disease and the development of Medicine • SB6- Plant Structures and their functions • SC9- Calculations involving masses • SC10- Electrolytic processes • SC11- Obtaining and using metals • SC12- Reversible reactions and Equilibria • SC13- Transition metals, alloys and corrosion • SP7- Astronomy • SP8- Energy- Forces doing work • SP9- Forces and their effects 	

<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • SB7- Animal coordination, Control and Homeostasis • SB8- Exchange and Transport in Plants • SC14- Quantitative analysis • SC15- Dynamic Equilibria, Calculations involving Volume of Gases, • SC16- Chemical cells and Fuel Cells • SC17- Groups in the Periodic Table • SC18- Rates of Reaction • SC19- Heat energy Changes in Chemical reactions • SP10- Electricity and Circuits • SP11- Static Electricity • SP12- Magnetism and the Motor Effect • SP13- Electromagnetic Induction 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • SB9- Ecosystems and Material Cycles • SC20- Fuels • SC21- Earth and Atmospheric Science • SC22- Hydrocarbons • SC23- Alcohols and Carboxylic Acids • SC24- Polymers • SC25- Qualitative Analysis: Test for ions • SC26- Bulk and Surface properties of Matter, including Nanoparticles • SP14- Particle Model • SP15- Forces and Matter 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Revision for paper 1 and 2 External examinations
<p>Assessment Overview:</p> <ul style="list-style-type: none"> • End of topic assessments • One mock exam in Year 10 for each science subject • Two mock exams in Year 11 for each science subject • All assessments have a higher (9-4) and foundation tier (5-1) • Extended writing task, 6- mark questions, are completed in every unit • Core practical work is assessed throughout 		
<p>Homework and Revision Guidance:</p> <ul style="list-style-type: none"> • One piece of homework per week per science subject • Revision sessions provided in school • Learning resources provided via Google Classroom • Pupils are given the opportunity to purchase a CGP revision guide through school 		
<p>Learning and Career Pathways:</p> <p>Studying Science offers a wide variety of further education, higher education and Apprenticeship pathways including A-levels and Applied Science courses.</p> <p>Careers that science can support again are incredible varied from Medicine and Health, Veterinary, Engineering, Pharmacology, Education, Research and many more.</p>		

THE ENGLISH BACCALAUREATE

The following subjects also count in the English Baccalaureate performance measure with English, Mathematics and Science:

All pupils will study either geography or history.
Approximately 70% of the cohort will study GCSE Spanish.

- GCSE Geography
- GCSE History
- GCSE Spanish
- GCSE Computer Science





Subject: Geography		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8035	Qualification: GCSE
Director of Faculty: Mr. Kemp		KS4 Subject Lead: Mr. Lloyd	
<p>Curriculum Rationale: Geography is a unique subject; it allows you to study how we effect the environment and how the environment affects us. GCSE Geography covers a wide choice of exciting, contemporary topics reflecting the world we live in, with greater focus on climate change, sustainability and the geographical skills that employers expect. This exciting course is based on a balanced framework of physical and human geography. It allows pupils to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.</p>			
<p>Year 10 Term 1 - Course Content: Urban Issues and Challenges –</p> <ul style="list-style-type: none"> • The Urban World • Urban Change in the UK • Sustainable Urban Development 	<p>Year 10 Term 2 - Course Content: Changing Economic World –</p> <ul style="list-style-type: none"> • The development gap • A Newly emerging economy • The Changing UK economy 	<p>Year 10 Term 3 - Course Content: Physical Landscapes –</p> <ul style="list-style-type: none"> • UK Landscapes • Processes, Landforms and Management • Coasts and Rivers 	
<p>Year 11 Term 1 - Course Content: Challenge of Natural Hazards –</p> <ul style="list-style-type: none"> • Tectonic hazards • Weather hazards • Climate change 	<p>Year 11 Term 2 - Course Content: The Living World –</p> <ul style="list-style-type: none"> • Ecosystems • Tropical Rainforests • Hot Deserts 	<p>Year 11 Term 3 - Course Content: Managing Resources –</p> <ul style="list-style-type: none"> • Resource Management – Food, Water and Energy. • Supply, insecurity and sustainable issues • Geographical Applications 	
<p>Assessment Overview: GCSE Geography is assessed by 3 written examinations at the end of Year 11. Paper 1 Living with the Physical environment 35% of GCSE 1hr 30mins, Paper 2 Challenges in the human environment 35% of GCSE 1hr 30mins. Paper 3 Geographical Applications 30% of GCSE 1hr 15mins.</p>			
<p>Homework and Revision Guidance: Homeworks are an integral part of GCSE Geography, with weekly homeworks set through either (Show My Homework / Class Sheets or Google Classroom). It is recommended that pupils will reading around the subject areas to improve their own knowledge and understanding. Afterschool revision schools will be offered to all pupils alongside whole school revision and intervention timetables.</p>			
<p>Learning and Career Pathways: Further Education A Level Geography, A Level Business, A Level Economics, BTEC in Business and BTEC Higher Courses – Courses directly related to employment in the Travel and Tourism industry and access to various business courses Possible University Courses Degree in Geography, Geology, Earth Sciences, Sociology, Business and Economics. Possible Careers Business, Administration, Government, Environmental Agencies, Oil Industry, Accountancy and Management. Geographers are seen as having a wide skills base with very employable attributes.</p>			



Subject: History		Year 10 and Year 11	
Examination Board: Edexcel		Specification Code: 1H10	Qualification: GCSE
Director of Faculty: Mr. Kemp		KS4 Subject Lead: Mr. Kemp	
<p>Curriculum Rationale: We believe in the importance of learning from history. That is why we have chosen a specification that enables pupils to study different aspects of the past, so they can engage with key issues such as conflict, to understand what drives change and how the past influences the present. Why study history? People live in the present. They plan for the future. History, however, is the study of the past, which not only provides us with the reasoning for the present day, but enables us to learn from past mistakes to better our future and create a better society.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • Crime and punishment in Britain, c1000–present • c1000–c1500: Crime and punishment in medieval England • c1500–c1700: Crime and punishment in early modern England 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • Crime and punishment in Britain, c1000–present • c1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain • c1900–present: Crime and punishment in modern Britain 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Anglo-Saxon and Norman England, c1060–88 • Anglo-Saxon England and the Norman Conquest, 1060–66 • William I in power: securing the kingdom, 1066–87 • Norman England, 1066–88 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • The American West, c1835– c1895 • The early settlement of the West, c1835–c1862 • Development of the plains, c1862–c1876 • Conflicts and conquest, c1876–c1895 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • The USA, 1954–75: conflict at home and abroad • The development of the civil rights movement, 1954–60 • Protest, progress and radicalism, 1960–75 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • The USA, 1954–75: conflict at home and abroad • US involvement in the Vietnam War, 1954–75 • Reactions to US involvement in the Vietnam War, 1964-75 • External examinations 	
<p>Assessment Overview: The qualification is assessed over three papers. Paper 1 – Crime and Punishment – 1 hour and 15 mins – 30% of the qualification Paper 2 – Anglo-Saxons & Normans and American West – 1 hour and 45 mins – 40% of the qualification Paper 3 - The USA, 1954–75: Conflict at home and abroad – 1 hour and 20 mins – 30% of the qualification</p>			
<p>Homework and Revision Guidance: Homework is set weekly and will contain a combination of retrieval practice and examination questions. Homework will also utilise revision programmes/platforms such as Class Charts, Google Classroom, Quizlet and Seneca.</p>			
<p>Learning and Career Pathways: Pupils who take History at GCSE go on to study a broad range of subjects in further education, due to the skills that history provides. Many pupils go on to study A Levels, particularly Law, Psychology or Sociology and in recent years, many have found history to be a complimentary subject to science and maths to provide a broad and balanced curriculum.</p>			



Subject: Spanish		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8698F/8698H	Qualification: GCSE
Director of Faculty: Mrs. Holme		KS4 Subject Lead: Mrs. Holme	
<p>Curriculum Rationale: The Dean Trust KS4 Languages curriculum builds on the National Curriculum. Our aim is to enable all pupils to acquire the linguistic skills and cultural knowledge to communicate in another language and appreciate the values of global citizenship. We believe that learning an additional language provides a social, cultural and educational experience for all pupils. Pupils will explore a variety of engaging and diverse themes whilst developing competencies in listening, reading, speaking, writing and translation. A strong grammatical core underpins the Languages curriculum allowing pupils to communicate in an increasingly spontaneous manner as they traverse Key Stages and complete their GCSE course. The KS4 Curriculum has been carefully designed to ensure pupils reach their full potential whilst exploring a wide range of exciting, contemporary topics across three main themes of <i>Identity and culture, Local, national, international and global areas of interest</i> and <i>Current and future study and employment</i>.</p>			
Course Overview			
Year 10 Term 1 - Course Content: Theme 1 - Identity and culture	Year 10 Term 2 - Course Content: Theme 2 - Local, national, international and global areas of interest	Year 10 Term 3 - Course Content: Theme 3 - Current and future study and employment Theme 2 - Local, national, international and global areas of interest Theme 1 – Identity and Culture	
Me, my family and friends – relationships with family and friends •Marriage/partnership Free-time activities <ul style="list-style-type: none"> • Music • Cinema and TV • Food and eating out / Healthy living • Sport Technology in everyday life <ul style="list-style-type: none"> • Social media • Mobile technology 	<ul style="list-style-type: none"> • Home, town, neighbourhood and region 	<ul style="list-style-type: none"> • My studies • Post 16 education • Career choices • Travel and Tourism • Customs and Festivals in Spanish-speaking countries/communities 	
Year 11 Term 1 - Course Content: Theme 2 - Local, national, international and global areas of interest	Year 11 Term 2 - Course Content: Theme 1 – Identity and Culture	Year 11 Term 3 - Course Content: All Themes	
<ul style="list-style-type: none"> • Social issues <ul style="list-style-type: none"> • Poverty / homelessness • Charity/ voluntary work • Global issues <ul style="list-style-type: none"> • The environment 	<ul style="list-style-type: none"> • Technology in everyday life · Social media · Mobile technology. Healthy Lifestyle 	<ul style="list-style-type: none"> • Exam skills • Revision of all modules Preparation for speaking exam 	

Assessment Overview:				
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
What is assessed?	Understanding and responding to different types of spoken language	Communicating and interacting effectively in speech for a variety of purposes	Understanding and responding to different types of written language	Communicating effectively in writing for a variety of purposes
How is it assessed?	<u>Foundation:</u> 35 min, 40 marks <u>Higher:</u> 45 min, 50 marks 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played)	Non-exam assessment <u>Foundation:</u> 7- 9 min + preparation time <u>Higher:</u> 10–12 min + preparation time 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE	<u>Foundation:</u> 45 min, 60 marks <u>Higher:</u> 1 hour, 60 marks 25% of GCSE	<u>Foundation:</u> 1 hr, 50 marks <u>Higher:</u> 1hr 15 mins, 60 marks 25% of GCSE
Homework and Revision Guidance: Homework will be set once per week with a balance of four skills. (Reading, Writing, Listening, Speaking) Pupils are expected to catch up on any missed work with the support of the online learning provision and class teacher intervention. The online learning provision follows the Curriculum Pathway and provides pupils with opportunities to revisit prior learning, practise all four skills and explore exam technique.				
Learning and Career Pathways: People with language skills are highly employable in the modern world. They are highlighted as talented, skilful and successful people, with a broad outlook on life. Further Education: A Level Spanish, Ab-initio courses in other foreign languages, courses directly related to employment in the Travel and Tourism industry. Possible University Courses: Degree in Languages, Degree in Business, Degree in Law and Language. Career pathways may include: Business, Administration, translation and Interpreting, Travel and Tourism, Import and Export Industry, Journalism, Engineering and Teaching.				



Subject: French		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8658F/8658H	Qualification: GCSE
Director of Faculty: Mrs. Holme		KS4 Subject Lead: Mrs. Holme	
<p>Curriculum Rationale: The Dean Trust KS4 Languages curriculum builds on the National Curriculum. Our aim is to enable all pupils to acquire the linguistic skills and cultural knowledge to communicate in another language and appreciate the values of global citizenship. We believe that learning an additional language provides a social, cultural and educational experience for all pupils. Pupils will explore a variety of engaging and diverse themes whilst developing competencies in listening, reading, speaking, writing and translation. A strong grammatical core underpins the Languages curriculum allowing pupils to communicate in an increasingly spontaneous manner as they traverse Key Stages and complete their GCSE course. The KS4 Curriculum has been carefully designed to ensure pupils reach their full potential whilst exploring a wide range of exciting, contemporary topics across three main themes of Identity and culture, Local, national, international and global areas of interest and Current and future study and employment.</p>			
Course Overview			
Year 10 Term 1 - Course Content: Theme 1 - Identity and culture	Year 10 Term 2 - Course Content: Theme 2 - Local, national, international and global areas of interest	Year 10 Term 3 - Course Content: Theme 3 - Current and future study and employment Theme 2 - Local, national, international and global areas of interest Theme 1 – Identity and Culture	
Me, my family and friends – relationships with family and friends •Marriage/partnership Free-time activities <ul style="list-style-type: none"> • Music • Cinema and TV • Food and eating out / Healthy living • Sport Technology in everyday life <ul style="list-style-type: none"> • Social media • Mobile technology 	<ul style="list-style-type: none"> • Home, town, neighbourhood and region • 	<ul style="list-style-type: none"> • My studies • Post 16 education • Career choices • Travel and Tourism Customs and Festivals in Spanish-speaking countries/communities	
Year 11 Term 1 - Course Content: Theme 2 - Local, national, international and global areas of interest	Year 11 Term 2 - Course Content: • Theme 1 – Identity and Culture	Year 11 Term 3 - Course Content: All Themes •	
<ul style="list-style-type: none"> • Social issues <ul style="list-style-type: none"> • Poverty / homelessness • Charity/ voluntary work • Global issues <ul style="list-style-type: none"> • The environment 	<ul style="list-style-type: none"> • Technology in everyday life · Social media · Mobile technology. Healthy Lifestyle 	<ul style="list-style-type: none"> • Exam skills • Revision of all modules Preparation for speaking exam	

Assessment Overview:				
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
<i>What is assessed?</i>	Understanding and responding to different types of spoken language	Communicating and interacting effectively in speech for a variety of purposes	Understanding and responding to different types of written language	Communicating effectively in writing for a variety of purposes
<i>How is it assessed?</i>	<u>Foundation:</u> 35 min, 40 marks <u>Higher:</u> 45 min, 50 marks 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)	Non-exam assessment <u>Foundation:</u> 7- 9 min + preparation time <u>Higher:</u> 10–12 min + preparation time 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE	<u>Foundation:</u> 45 min, 60 marks <u>Higher:</u> 1 hour, 60 marks 25% of GCSE	<u>Foundation:</u> 1 hr, 50 marks <u>Higher:</u> 1hr 15 mins, 60 marks 25% of GCSE

Homework and Revision Guidance:

Homework will be set once per week with a balance of four skills. (Reading, Writing, Listening, Speaking).

Pupils are expected to catch up on any missed work with the support of the online learning provision and class teacher intervention.

The online learning provision follows the Curriculum Pathway and provides pupils with opportunities to revisit prior learning, practise all four skills and explore exam technique.

Learning and Career Pathways:

People with language skills are highly employable in the modern world. They are highlighted as talented, skilful and successful people, with a broad outlook on life.

Further Education: A Level French, Ab-initio courses in other foreign languages, courses directly related to employment in the Travel and Tourism industry.

Possible University Courses: Degree in Languages, Degree in Business, Degree in Law and Language.

Career pathways may include: Business, Administration, Translation and Interpreting, Travel and Tourism, Import and Export Industry, Journalism, Engineering and Teaching.



Subject: Computer Science		Year 10 and Year 11	
Examination Board: Edexcel	Specification Code: 601/8058/4		Qualification: GCSE
Acting Director of Faculty: Mr. Bennett		Acting KS4 Subject Lead: Mr. Bennett	
Curriculum Rationale: Key aspects of the qualification include; how computers work, making connections, data matters, computational thinking, practice and Python programming.			
Paper 1 - Principles of Computer Science - (1hr 30 min Written Exam, 50%). This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.			
paper 2 -Application of Computational Thinking - (Exam 50% on screen practical programming exam). This unit encourages pupils to apply knowledge and understanding using computational thinking. Pupils will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programmes, computational logic, translators and facilities of computing languages and data representation. Pupils will learn how to design, read, write and debug programs. Throughout the 2-year course able pupils will apply their skills to solve real problems and produce readable, robust programs.			
Yr 10 Term 1 - Course Content: Algorithms Introduction to Python	Yr 10 Term 2 - Course Content: Data representation. Selection and Iteration in Python	Yr 10 Term 3 - Course Content: Computer systems Arrays in Python	
Yr 11 Term 1 - Course Content: Networks Subprograms in Python	Yr 11 Term 2 - Course Content: Bigger picture Paper 2 revisions	Yr 11 Term 3 - Course Content: Exam preparation	
Assessment Overview: <ul style="list-style-type: none">• There will be half termly tests on each topic area.• Practise paper 2 on screen tests• An end of year mock exam			
Homework and Revision Guidance: Pupils complete their homework using 'Class charts' and 'Google Classroom'. All homework will be set using these systems and pupils can access it at home with their appropriate log in details.			
Learning and Career Pathways: With a GCSE in Computers Science you can go onto study A-level Computer Science a range of vocational level 3 qualifications or apprenticeships. This can also lead to a range of possible career paths including: IT consultant; Cyber Security consultant; Information systems manager; Database administrator; Multimedia programmer; Systems analyst; Games developer.			

OPTIONAL MFL PATHWAY

The following subjects are on offer for pupils who are in the Optional Modern Foreign Language Pathway.



Subject: Child Development		Year 10 and Year 11	
Examination Board: OCR		Specification Code: J809 Qualification number: 603/7114/6	Qualification: Cambridge Nationals Level 1/2
Director of Faculty: Mrs. Ferns		KS4 Subject Lead: Mrs. Ferns	
Curriculum Rationale: The Cambridge National in Child Development covers all aspects of child development and parental responsibility, from conception to five years. Learners develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being.			
Year 10 Term 1 - Course Content: <ul style="list-style-type: none"> R057 Topic Area 4: Childhood illnesses and a child safe environment R058: Topic Area 1: Creating a safe environment in a childcare setting 		Year 10 Term 2 - Course Content: <ul style="list-style-type: none"> R058: Topic Area 2: Choosing suitable equipment for a childcare setting R058: Topic Area 3: Nutritional needs of children from birth to five years 	
Year 11 Term 1 - Course Content: <ul style="list-style-type: none"> R059: Topic Area 3: Observe the development of a child aged one to five years R059: Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development 		Year 11 Term 2 - Course Content: <ul style="list-style-type: none"> R057 Topic Area 1: Pre-conception health and reproduction R057 Topic Area 2: Antenatal care and preparation for birth 	
Year 10 Term 3 - Course Content: <ul style="list-style-type: none"> R059: Topic Area 1: Physical, intellectual and social developmental norms from one to five years R059: Topic Area 2: Stages and types of play and how play benefits development R057: Y10 internal examinations 		Year 11 Term 3 - Course Content: <ul style="list-style-type: none"> R057 Topic Area 3: Postnatal checks, postnatal care and the conditions for development R057 Revision and examination preparation R058 and R059 Non- Examined Assessed units OCR moderated R057: External examination 	
Assessment Overview: Course Components: 40% Externally Assessed Unit R057: Health and well-being for child development. Written paper 1 hour and 15 minutes. 30% Non-Examined Assessed unit, OCR-moderated R058: Create a safe environment and understand the nutritional needs of children from birth to five years. 30% Non-Examined Assessed unit, OCR-moderated R059: Understand the development of a child from one to five years.			
Homework and Revision Guidance: One homework task is assigned per week, each task will take 20/30 minutes to complete, homework can be completed via the virtual platform (Google Classroom). <ul style="list-style-type: none"> Remote learning is completed via Google Classroom, all teaching resources and homework is available for reference and completion each week. 			
Learning and Career Pathways: This qualification lends itself to progression into a range of careers such as: <ul style="list-style-type: none"> Midwife Health Visitor Medical Practitioner Early Years Practitioner/ Teacher Nursery worker/ Child minder Carer Speech and Language Therapist Social Work/ Fostering Psychologist 			
POST-16 PROGRESSION EXAMPLES: <ul style="list-style-type: none"> Early Years Educator Apprenticeship A Level Biology/Sociology Level 2 or Level 3 OCR Cambridge Technicals in Health and Social Care T Level Technical Qualification in Education and Childcare 			



Subject: Sports Studies		Year 10 and Year 11	
Examination Board: OCR	Specification Code: J829	Qualification: Sports Studies Level 1/2	
Director of Faculty: Mr. Parr		KS4 Subject Lead: Mr. Proctor	
<p>Curriculum Rationale: The Cambridge National sports studies is a PE, sport and physical activity, sector-based course. The course is vocational and pupils have the opportunity to develop and apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as participation barriers, the role of sport in promoting values, the implications of hosting major sporting events and the role of national governing bodies in sport. Pupils will develop an appreciation of the importance of sport locally and nationally, the different ways of being involved in sport and how this shapes the sports industry.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • (R185) Topic Areas 3 & 4 • (R185) Topic Area 5 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • (R185) Continuation of Topic Areas 3, 4 and 5 • (R185) Topic Area 1 and 2 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • R185 • (R185) Continuation of Topics 1/2 • Submissions of coursework (R185) • (R187) Learning Outcome 3 • (R184) Topic Areas 1 and 2 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • (R184) Topic Areas 3, 4 and 5 • (R187) Topic Area 4 • (R187) continuation of Topic 3 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • Entry for exam R184 Practice • (R187) Continuation of Topic Areas 3 and 4. • (R187) Topic area 1 and 2 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Submission of coursework (R187) • Resubmissions of coursework (R185) • Re-entry for exam (R184) 	
<p>Assessment Overview:</p> <p>Compulsory units</p> <ul style="list-style-type: none"> • R184: <i>Contemporary issues in sport</i> - Written paper, OCR set and marked, 1 hour 15 mins • R185: Performance and leadership in sports activities – coursework assessment <p>Optional units</p> <ul style="list-style-type: none"> • R186: Sport and the media – coursework assessment or • R187: Increasing awareness of outdoor and adventurous activities – coursework assessment 			
<p>Homework and Revision Guidance: Pupils are expected to do weekly homework throughout Year 10 and Year 11. Revision materials are provided to each pupil studying this qualification. Pupils are also expected to attend extra lessons in Year 11.</p>			
<p>Learning and Career Pathways: Sport Studies can lead to a range of further education courses such as: Personal Training, Sport and Active Leisure, Sport and Exercise Science, Outdoor Education Training, Sports Coaching.</p>			



Subject: Art and Design - Photography		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8206	
Director of Faculty: Miss. Taylor		KS4 Subject Lead: Miss. Chase	
<p>Curriculum Rationale: GCSE Photography is a relevant, exciting and vibrant course to study. Photography aims to develop a pupil's practical skills both in terms of taking and editing photographs. It also aims to allow the pupil to explore a range of ideas and approaches. Pupils are asked to look at examples of the work of other artists and to gain an insight into genres and Photographic history. Pupil's will learn that Photography is not only a means of artistic expression, but that photographers create visual images for an exceptional range of creative, technical and documentary purposes. Pupils will build on and develop the knowledge, skills and understanding they have learnt at KS3 in art: through practical experience and by demonstrating knowledge and understanding of the sources of study looking more specifically at photographers, which they will research to inform their creative intentions. Throughout the Art and Design Photography process pupils will develop the ability to reflect and critically assess and evaluate the effectiveness of their work, as it progresses, to help them to realise their personal, or meaningful creative intentions in their Unit 1- Portfolio of work and independently in the Unit 2 - External Examination. Beyond the creative and technical skills, there are a wealth of transferable skills gained through study of Photography which are of wide applicability and desirable for a career in any area.</p>			
Year 10 Term 1 - Course Content:	Year 10 Term 2 - Course Content:	Year 10 Term 3 - Course Content:	
Unit 1: Portfolio = 60%			
<p>Introduction to Photography</p> <ul style="list-style-type: none"> • What is a Camera? • The history of Photography • Workshop based lessons looking at Camera Functions and Settings 	<p>An introduction to Photo Editing Software</p> <ul style="list-style-type: none"> • How to create a range of editing techniques using different photographic software and apps <p>An introduction to Contextual Research</p> <ul style="list-style-type: none"> • How to Analyse a Photograph • How to Analyse My Own Photographs • How to Produce an Annotate Contact Sheet 	<p>Coursework Project One</p> <ul style="list-style-type: none"> • Pupils will undertake a sustained period of study on a chosen theme, eg Shadows and Reflections • They will complete a series of tasks setting the context and exploring the theme, producing a mind map mood board. They will research and record from appropriate sources, including photographers, artists, crafts people and designers related to the question • They will design their own photo shoots and produce images using appropriate media, materials, techniques and processes • They will develop and refine ideas, manipulating their images producing personal responses and working towards final outcomes 	

Year 11 Term 1 - Course Content:	Year 11 Term 2 - Course Content:	Year 11 Term 3 - Course Content:
Unit 1: Portfolio = 60%	Unit 2 Externally Set Assignment = 40%	
<p>Coursework Project Two</p> <ul style="list-style-type: none"> • Pupils will follow the same process for Coursework Project One but will be given a choice of themes to allow them to work more independently • Pupils will be encouraged to have more of an input in the direction of their artistic journey in preparation for the ESA 	<ul style="list-style-type: none"> • Choose <u>one</u> exam question Produce mind map, mood board. Research and record from appropriate sources, including photographers, artists, crafts people and designers related to the question • Record observations and ideas, using Visual Language. Experiment and explore ideas using appropriate media, materials, techniques and processes • Develop and refine ideas • Final personal intention • 10-hour External Exam / Outcome 	<ul style="list-style-type: none"> • External Moderation • GCSE Summer Exhibition
<p>Assessment Overview: Unit 1 Portfolio and Unit 2 External Exam will be assessed continually using 4 GCSE Assessment objectives that are equally weighted. Both units are internally and externally moderated. A01 Develop ideas through investigations, demonstrating critical understanding of sources. A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 Record ideas, observations and insights relevant to intentions as work progresses. A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		
<p>Homework and Revision Guidance: Pupils are expected to do homework. Homework will be set weekly to enable pupils to practice, develop, refine and improve their Art and Design specialist knowledge, skills and creativity independently. Extra Lessons will be held after school weekly, and in school holidays to help, support and challenge pupils to meet deadlines and make more progress. Exam Boosters will be timetabled to help pupils to prepare for the Unit 2 10-hour external examination.</p>		
<p>Learning and Career Pathways: Sixth Form or College Courses: Advanced Art, Craft and Design, Fine Art, Textiles Design, Graphics, Photography or BTEC Art and Design Level 3. University Courses; Foundation Degree in Art and Design, BA Honours Degree Courses in a chosen specialism including Illustration, Visual Effects Animation, Advertising Design, Product Design and Game Design and Development.</p>		
<p>Possible Careers: Advertising Art Director, Architectural Photographer, Commercial Photographer, Event Photographer, Film/Video Editor, Film Set Photographer, Graphic designer, Influencer Photographer, Insurance Claims Photographer, Magazine Features Editor, Medical Illustrator, Military Photographer, Press Photographer, Scientific Photographer, Sports Photography, Television Camera Operator.</p>		
<p>Other Careers in which a GCSE in photography would be useful: Art Therapist, Digital Marketer, Media Planner, Multimedia Specialist, Museum/Gallery Curator Stylist, VFX Artist, Visual Merchandiser, Web Content Manager, Web Designer.</p>		



Subject: Engineering Design		Year 10 and Year 11
Examination Board: OCR	Specification Code: J822	Qualification: Cambridge National Level 1/2 Award/Certificate
Director of Faculty: Mrs. Ferns		KS4 Subject Lead: Mr. Blake
<p>Curriculum Rationale:</p> <ul style="list-style-type: none"> Developing problem solving in order to contribute to the development of new products and systems. The Study of processes involved in designing new engineered products Developing practical communication and presentation skills including drawing, computer modelling and model making Developing 3d realisation skills including small scale and industrial manufacturing process 		
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> <i>Unit R039 & R040:</i> Practical and skills development in preparation for coursework <i>Unit R038:</i> Exam theory knowledge taught 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> <i>Unit R039:</i> Coursework written and practical tasks undertaken <i>Unit R038:</i> Exam theory knowledge taught/ revised and exam style questions worked through 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> <i>Unit R039:</i> Moderated and marks submitted to exam board <i>Unit R040:</i> Coursework written and practical tasks undertaken <i>Unit R038:</i> Exam theory knowledge taught/ revised and exam style questions worked through
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> <i>Unit R040:</i> Coursework written and practical tasks undertaken <i>Unit R038:</i> Exam theory knowledge taught/ revised and exam style questions worked through 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> <i>Unit R40:</i> moderated and submitted to exam board <i>Unit R038:</i> Pupils take exam 1st sitting in Jan series 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> <i>Unit R038</i> Pupils take exam 2nd sitting in June series <i>Unit R039 & R040:</i> Any improvements undertaken and resubmitted in June series
<p>Assessment Overview:</p> <p>R038 assessed by examination and externally marked (80 UMS) Non- Exam Assessment (NEA) units. Internally marked and externally moderated</p> <p>R039 Communicating designs (60 UMS)</p> <p>R040 Design evaluation and modelling (60UMS)</p>		
<p>Homework and Revision Guidance:</p> <p>One homework task is assigned per week, each task taking 30 minutes to complete, homework can be completed via the virtual platform (Google Classroom or SMHW)</p> <ul style="list-style-type: none"> Remote learning is completed via Google Classroom and administrated through SMHW all teaching resources are integrated into classroom for reference and all tasks are worked on live in Google Classroom Revision utilises OCR exam builder and exam revision booklets developed in house 		
<p>Learning and Career Pathways:</p> <p>What could it lead to in Sixth Form?</p> <p>A number of pupils progress onto level 3 National Diploma in Construction and the Built Environment. Most progress onto external colleges to pursue BTEC Level 3 Foundation Diploma in Engineering / BTEC Level 3 Diploma in Mechanical Engineering / BTEC Level 3 National Diploma in Electronic/Electrical Engineering / BTEC Level 3 National Diploma in Engineering or Cambridge Technicals level 3.</p>		

What careers/University courses would this subject help me to enter?

Possible University Courses

A large range of degree courses spanning mechanical, computer and scientific disciplines including (but not limited to); General Engineering, Civil Engineering, Mechanical Engineering, Aerospace, Naval Architecture, Electronic & Electrical Engineering, Production and Manufacturing, Chemical, Process, & Energy, Metallurgy, Ceramics and Glass, Polymers and Textiles, Maritime Technology, Biotechnology.

Possible Careers

Chemical Engineer, Electrical Engineer, Mechanical Engineer, Civil Engineer, Software Engineer.

Environmental engineer in a broad spectrum of industries such as Aerospace, Automotive, Defence, Food & Drink, Oil & Gas, Manufacturing.



Subject: BTEC Tech Award in Digital IT (Lv1/2)		Year 10 and Year 11	
Examination Board: Edexcel		Specification Code: 603/2740/6	Qualification: BTEC
Acting Director of Faculty: Mr. Bennett		Acting KS4 Subject Lead: Mr. Bennett	
Curriculum Rationale: The digital sector is a major source of employment in the UK. 1.46m people work in digital companies and there are around 45,000 digital jobs advertised at any one time. IT skills span across all industries and almost all jobs in the UK today require employees to have a good level of digital literacy.* This course is for learners who want to acquire technical knowledge and technical skills to succeed in a digital world.			
Unit 1: User Interface Design and planning techniques This unit covers what makes an effective user interface and how to effectively manage a project. You will use this understanding to plan, design and create a user interface such as a mobile phone app or a website.	Unit 2: Collecting, presenting and interpreting data This unit covers the characteristics of data and information and how they help organisations in decision making. You will use data manipulation methods to create a dashboard to present and draw conclusions from information.	Unit 3: Effective Digital Working Practices This unit covers how organisations use digital systems and the wider implications associated with their use. You will also explore topics such as networks, cloud computing, communicating using computing, team working and cybersecurity.	
Assessment Overview: The three units in the qualification give learners the opportunity to develop broad knowledge and understanding of the digital sector and specialist skills and techniques in three distinct areas which are all assessed independently. Each assessment contributes to the overall BTEC Tech Award. <ul style="list-style-type: none">● Unit 1 & 2 : Internal Assessment 30% weighting each● Unit 3: External Assessment 40% weighting Further to final assessments of each unit, the teacher uses formative testing throughout to ensure secured embedded knowledge before commenting on any assessments. This formative assessment comprises mini tasks or exams.			
Homework and Revision Guidance: All homework is set inline with the schools homework policy for KS4 pupils. Pupils complete homework using the BTEC IT Google Classroom which is a designated virtual learning classroom that pupils can access at home with their appropriate log in details.			
Learning and Career Pathways: The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to: <ul style="list-style-type: none">● A Levels as preparation for entry to higher education in a range of subjects● Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships or to move on to higher education by studying a degree in the digital sector*			

*<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/Spec-BTEC-L1-2TECHAWD-DIT.pdf>

OPTIONAL CHOICES C AND D

ALL pupils must choose one subject from Option block C and one subject from Option block D from the following subjects:

Please note:

Subjects highlighted in the same colour cannot be chosen together because they discount each other





Subject: Statistics		Year 10 and Year 11	
Examination Board: Edexcel		Specification Code: 1ST0	
Director of Faculty: Mrs. Speer		KS4 Subject Lead: Miss. Ashby	
<p>Curriculum Rationale: The age of statistics is upon us. Statistics are being used at an increasing rate in business, politics and science. In the real world we are constantly bombarded through the media with graphs, economic data such as retail price index (RPI) and various other statistical statements. You will need very little previous statistical knowledge to be able to take this course. In Key Stage 3 you will have done some data-handling work which will be repeated at the beginning of this course. Like maths, statistics offers both foundation and higher tiers, ensuring maximum opportunities for pupils to achieve their target grades.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> Planning a Strategy: hypothesis, planning an investigation, experiments/surveys, appreciation of constraints 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> Data Collection: types of data, obtaining data, census data, sampling, conducting a survey/experiment 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> Tabulation and Representation. This includes representing data as diagrams and graphs, along with justifying the use of that method 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> Data Analysis: measures of location, measures of spread, other summary statistics, time series, quality assurance, correlation and regression, estimation 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> Probability, this includes the use of collected data to predict outcomes and risks through the use of various methods including two-way tables, tree diagrams and Venn diagrams 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> Data Interpretation: limitations analysis, inferential statistics, deductions, conclusions 	
<p>Assessment Overview: The examination is split into two evenly weighted exam papers both lasting 1 hour 30 minutes and containing 80 marks, pupils will sit either foundation or higher in both papers. As in maths, the content is split randomly across the two papers, with both papers assessing pupils' capabilities at:</p> <ul style="list-style-type: none"> The collection of data Processing, representing and analysing data Probability <p>Calculators may be used in both examinations.</p>			
<p>Homework and Revision Guidance: Homework of up to 1 hour will be expected once a week. The homework will largely build on the areas and topics completed in lessons, along with offering opportunities for retrieval practice of content learnt in lesson time. Some excellent revision resources include www.mathsgenie.co.uk/statistics and BBC bitesize.</p>			
<p>Learning and Career Pathways: <i>'Among the fastest growing careers are statistician and other statistics-related positions'</i> Statistics are used widely in medicine, business, science, teaching and politics and having a deep understanding of how to handle and interpret statistics will be advantageous. If you want to study maths, biology, psychology, sociology, geography or government and politics at A-Level the Statistics GCSE will be very useful, as these courses often use statistics to draw conclusions of the world around them and feature within their A-Level courses. Additionally, statistics can aid in a number of career paths, these include; Engineering, Statistician, Biometrician, Calculation Analyst, Scientist, Marketing, Engineering, Statistical Computing, Banking, Business.</p>			



Subject: Art and Design		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8201	
Director of Faculty: Miss. Taylor		KS4 Subject Lead: Miss. Chase	
<p>Curriculum Rationale: Year 10 AQA GCSE Art & design is structured to enable pupils to continue with the 'journey' of art experience, further developing the knowledge and skills embedded at KS3. At the start of year 10 pupils develop their skills of working in a continuum by exploring a set theme from a given starting point to a final outcome. The practise of exploring a theme through written and visual means, researching relevant artists, exploring with media and techniques collected imagery, recording observations and experiments to develop personal responses is strengthened and reinforced. Through this process pupils develop the ability to create and communicate and realise their artistic intentions. Pupils will engage with more technical processes and use greater sophisticated media to produce outcomes of a higher quality. Pupils will undertake one sustained long- term project, the main evidence of which will be recorded in their sketchbooks. Personal responses in the form of 3D sculptures, printmaking, textile artefacts and paintings will corroborate the portfolio. In Year 11 pupils undertake a second coursework project where they are given the opportunity to draw upon and demonstrate their thorough understanding of the art process. Although pupils work within a given theme, at this stage pupils are encouraged to carry our research, explore ideas and carry out investigations with greater independence. This is to fully prepare them for the Externally Set Component of the course.</p>			
Year 10 Term 1 - Course Content:		Year 10 Term 2 - Course Content:	
Year 10 Term 3 - Course Content:			
Unit 1: Portfolio = 60%			
<p>AO1: Develop knowledge, skills and understanding of sources that relate to the theme of study. E.g. 'Art Around the World'</p> <ul style="list-style-type: none"> • Key features of a Mind Map and Mood board • Relevant information required for an artist's research page • Composition and layout aesthetics • The importance of typography • Drawing technique and Shading Techniques • Shading techniques • Key features and functions of cultural masks • Formal elements 	<p>AO2: AO3: Record, develop, explore, experiment and refine ideas.</p> <ul style="list-style-type: none"> • An awareness of designing for a purpose – selecting images which can be successfully transposed to a 3D artefact • 3D Construction/Modelling techniques using corrugated card and masking tape • Papier mache techniques – application, the importance of 'finish' • Analyse and make decisions about their own work and progress. • Formal Elements 	<p>AO3: AO4: Refine and present ideas. Create, refine and evaluate a final outcome that communicates your creative, personal or meaningful intentions that relate to the theme and connect with the work of others.</p> <ul style="list-style-type: none"> • Continuing to design for a purpose – selecting images relevant to the design of a batik • History of Batik and selected artists- key features of batik design • Batik/Wax resist techniques, equipment and processes 	

Year 11 Term 1 - Course Content:	Year 11 Term 2 - Course Content:	Year 11 Term 2 - Course Content:
Unit:1 Portfolio = 60%	Unit 2: Externally Set Assignment	
<ul style="list-style-type: none"> Pupils will follow the same process for Coursework Project One but will be given a choice of themes to allow them to work more independently Pupils will be encouraged to have more of an input in the direction of their artistic journey in preparation for the ESA 	<ul style="list-style-type: none"> Choose <u>one</u> exam question Explore theme and produce mind map, moodboard, Research and record from appropriate sources, artists, designers, craftspeople, cultures or photographers related to the question Record observations and ideas, using Visual Language, Experiment and explore ideas using appropriate media, materials, techniques and processes Develop and refine ideas Present final outcome realising intentions and connections to sources 10 hour External Exam 	<ul style="list-style-type: none"> External Moderation GCSE Summer Exhibition

Assessment Overview:

Unit 1 Portfolio and Unit 2 External Exam will be assessed continually using 4 GCSE Assessment objectives that are equally weighted. Both units are internally and externally moderated.

A01 Develop ideas through investigations, demonstrating critical understanding of sources.

A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03 Record ideas, observations and insights relevant to intentions as work progresses.

A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Homework and Revision Guidance:

Pupils are expected to do homework. Homework will be set weekly to enable pupils to practice, develop, refine and improve their Art and Design specialist knowledge, skills and creativity independently.

Extra lessons will be held after school weekly and in school holidays, to help, support and challenge pupils to meet deadlines and make more progress.

Exam Boosters will be timetabled to help pupils to prepare for the Unit 2 10 hour external examination.

Learning and Career Pathways:

Sixth Form or College Courses: Advanced Art, Craft and Design, Fine Art, Textiles Design, Graphics, Photography or BTEC Art and Design Level 3.

University Courses; Foundation Degree in Art and Design, BA Honours Degree Courses in a chosen specialisms including Illustration, Visual Effects Animation, Advertising Design, Product Design and Game Design and Development.

Possible Careers

Archivist, Animator, Architect, Art Editor, Art Gallery Curator, Art therapist, Art Valuer, CAD Technician, Camera Operator, Ceramics Designer-Maker, Community Arts Worker, Costume Designer, Design Engineer Dressmaker, Exhibition Designer, Fashion Designer, Buyer of Fashion or Textiles, Food Stylist, Fine Artist, , Painter, Sculptor, Glassmaker, Graphic Designer, Hat designer or Milliner, Illustrator, Illustrator of Literature, Courtroom Illustrator, Wildlife Illustrator Interior Designer or Furniture Designer, Jewellery Designer-Maker, Leather Craftworker, Lighting Specialist, Make-up Artist, Medical Illustrator, Milliner, Model Maker, Museum Curator, Photographer Photo
Journalist, Printing Lab Specialist, Product Designer, Prop Maker, Set Designer, Studio Manager Tattooist, Teacher and Teaching Assistant, Television/Film Producer, Textiles Designer Theatre or Costume Designer, Upholsterer, Visual Merchandiser, Web Designer.



Subject: Art and Design Textiles		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8204	
Director of Faculty: Miss. Taylor		KS4 Subject Lead: Miss. Chase	
<p>Curriculum Rationale: GCSE Art Textiles is a new and exciting subject, which will build upon and develop the knowledge, skills and understanding they have from KS3 art.</p> <p>Art textiles aims to develop pupil's practical skills in terms of surface decoration, fabric manipulation and dyeing techniques combined with some construction methods. Pupils are asked to look at examples of the work of other artists and designers to gain an insight into how these techniques have been used in practice by the textiles industry, which will be used to inspire their own work. Pupils will have the opportunity to apply their fabric designs to fashion illustrations through digital and hand drawn means.</p> <p>Throughout the Art Textiles process pupils will develop the ability to reflect and critically assess and evaluate the effectiveness of their work, as it progresses, to help them to realise their personal, or meaningful creative intentions in their Unit 1- Portfolio of work and independently in the Unit 2 - External Examination. Beyond the creative and technical skills, there are a wealth of transferable skills gained through study of art textiles, which are of wide applicability and desirable for a career in any area.</p>			
Year 10 Term 1 - Course Content		Year 10 Term 2 - Course Content:	
		Year 10 Term 3 - Course Content:	
Unit 1: Portfolio = 60%			
<p>AO1: Develop knowledge, skills and understanding of sources that relate to the theme of study. E.g. 'Art Around the World'</p> <ul style="list-style-type: none"> • Key features of a Mind Map and Mood board • Relevant information required for an artist's research page • Composition and layout aesthetics • The importance of typography • Drawing technique and Shading Techniques • Shading techniques • Key features and functions of cultural masks • Formal elements 		<p>AO2: AO3: Record, develop, explore, experiment and refine ideas.</p> <ul style="list-style-type: none"> • An awareness of designing for a purpose – selecting images relevant to the design of a batik • History of Batik and selected artists- key features of batik design • Batik/Wax resist techniques, equipment and processes • Analyse and make decisions about their own work and progress. • Formal Elements 	
		<p>AO3: AO4: Refine and present ideas. Create, refine and evaluate a final outcome that communicates your creative, personal or meaningful intentions that relate to the theme and connect with the work of others.</p> <ul style="list-style-type: none"> • Continuing to design for a purpose – selecting images 	

Year 11 Term 1: Course Content:	Year 11 Term 2: Course Content:	Year 11 Term 3: Course Content:
Unit 1: Portfolio = 60%	Unit 2: Externally Set Assignment = 40%	
<ul style="list-style-type: none"> Skills based project where pupils will explore more surface decoration, fabric manipulation and construction techniques in preparation for Externally Set Assignment 	<ul style="list-style-type: none"> Read Exam Paper Choose <u>one</u> exam question produce mind map, mood board. Research and record from appropriate sources, artists, designers, craftspeople, cultures or photographers related to the question Record observations and ideas, using Visual Language. Experiment and explore ideas using appropriate media, materials, techniques and processes Develop and refine ideas. Final personal intention. 10 hour External Exam / Outcome 	<ul style="list-style-type: none"> External Moderation GCSE Summer Exhibition

Assessment Overview:

Unit 1 Portfolio and Unit 2 External Exam will be assessed continually using 4 GCSE Assessment objectives that are equally weighted. Both units are internally and externally moderated.

A01 Develop ideas through investigations, demonstrating critical understanding of sources.

A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03 Record ideas, observations and insights relevant to intentions as work progresses.

A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Homework and Revision Guidance:

Pupils are expected to do Homework. Homework will be set weekly to enable pupils to practice, develop, refine and improve their Art and Design specialist knowledge, skills and creativity independently.

Extra Lessons will be held after school weekly, and in school holidays, to help, support and challenge pupils to meet deadlines set and make more progress.

Exam Boosters will be timetabled to help pupils to prepare for the Unit 2 10 hour external examination.

Learning and Career Pathways:

Sixth Form or College Courses: Advanced Art, Craft and Design, Fine Art, Textiles Design, Graphics, BTEC Art and Design Level 3, A-Level Design and Technology Fashion and Textiles.

University Courses; Foundation Degree in Art and Design, BA Honours Degree Courses in a chosen specialisms including Illustration, Visual Effects Animation, Textile Design, Fashion Textiles and Surface Pattern Design.

Possible Careers:

Design based careers

Fashion garments (e.g. men, women, children, bags) Uniforms (e.g. workwear, armed forces) Protective equipment (e.g. bullet proof vests) Costume (e.g. theatre, t.v.) Sportswear & equipment (e.g. sports gear, rackets, protective equipment) Footwear (e.g. shoes, trainers) Technical Textiles (e.g. construction industry, medical textiles, geotextiles) Interior Design (e.g. home, office, retail) Carpets & flooring (e.g. home, office, retail).

Technologists

Fibre Technologist, Fabric Technologist, Garment Technologist, Dye Technologist, Materials Testing Technologist, Product Development Technologist.

Manufacturing

Machinist, Sample Maker, Pattern Maker, Fabric Cutter, Finishing & Pressing, Researcher, Printer, Dyer, Weaver, Knitter, Production Supervisor, Production Planner.



Subject: Drama		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8261	Qualification: GCSE
Director of Faculty: Miss Taylor		KS4 Subject Lead: Miss Taylor	
<p>Curriculum Rationale: GCSE Drama is a fresh, exciting and vibrant course to study. The department works creatively using Drama, not only as a means of self-expression, but also to build social skills beyond the classroom to help with future careers. We teach both written and practical sessions to enrich the life experiences and well-being of our pupils and they look forward to the different elements of the course that each lesson offers.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • Introduction to the Course • Skills and Techniques Workshops • Component 2: Devising Drama 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • Component 2: Devising Drama • Component 2: Performance • Component 2: Devising Log 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Component 3: Preparation • Exploring a Script • Live Theatre Performance 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • Component 2: Devising Log • Component 1 & 3: Preparation 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • Component 3: Preparation • Component 3: Preparation & exam 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Component 1: Exam 	
<p>Assessment Overview: Unit 1 – Understanding Drama (40%): Practically explore and study one complete play text as well as watching a piece of live theatre with an exam based on the play and theatre performance you’ve seen. Unit 2 – Devising Drama Play (40%): Create and develop a devised piece from a stimulus through a practical and engaging exploration of drama with a written evaluation of your work. Unit 3 – Texts in Practice (20%): A completely practical exploration and performance of two sections of a play performed in a group.</p>			
<p>Homework and Revision Guidance: Homework will be set to help pupils develop their understanding of certain topics and learn about different aspects of theatre in preparation for future lessons/examination aspects. In addition, homework will allow pupils to be independent in their research and give them opportunities to retrieve previously learnt information. Homework will be set according to the school policy. For the practical parts of the course, lunchtime and/or afterschool rehearsals can be attended with group members to help improve their performances leading up to assessments for Component 2 and 3 in Years 10 and 11.</p>			
<p>Possible University Courses: Performing Arts Degree Courses (Foundation and BA Honours) Higher Apprenticeships in the Arts. Possible Careers: Any Drama, Theatre or TV related careers including; Actor, Broadcast Presenter, Dancer, Musician, Theatre Director and Theatre Stage Manager. In addition, due to the essential life skills that are developed throughout the course, many careers can be pursued involving any form of public speaking, communications and media. Colleges and Universities understand that studying Drama can help you become a well-rounded and confident individual.</p>			



Subject: Food, Preparation and Nutrition		Year Group: 10 and 11	
Examination Board: Eduqas		Specification Code: 601/8093/6	
Director of Faculty: Mrs. Ferns		KS4 Subject Lead: Mrs. Hampson	
Curriculum Rationale: Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.			
Year 10 Term 1 - Course Content:	Year 10 Term 2 - Course Content:		Year 10 Term 3 - Course Content:
<ul style="list-style-type: none"> • Intro to KS4 • Food Safety and hygiene – bacteria, yeast, mould, food storage etc. • Commodities • Macro/Micronutrients • Preparation and cooking techniques • Where food comes from - manufacturing, food production • Food Provenance • Pasty and cake making methods 	<ul style="list-style-type: none"> • Intro to food science • Dextrinization, heat transfer, palatability, gelatinisation, emulsification etc. • Function of ingredients – eggs, flour and raising agents, fat • Standard component – pasta, bread, butchery skills – meat/ fish preparation/cookery • Food Choice - ethic moral, religion, medical reasons etc. • Nutrition and meal planning • Diet through life • Nutrients - key groups • Vitamins and Minerals - food complementation/ alternatives • Gluten • Senior citizens 		<ul style="list-style-type: none"> • Food choice - health, alternative cooking methods etc. • Food allergies and intolerances • Special diets • Environment considerations • Food packaging/labelling • Sensory analysis - star profiles, hedonic ranking, preference testing etc. • Revision • NEA Practice • Mock exam
Year 11 Term 1 - Course Content:	Year 11 Term 2 - Course Content:		Year 11 Term 3 - Course Content:
<ul style="list-style-type: none"> • Non-Examination Assessment (NEA 1) • Non-Examination Assessment (NEA 2) 	<ul style="list-style-type: none"> • Non-Examination Assessment (NEA2) • Revision for examinations • Fats/Proteins and alternative proteins • Food security and sustainability 		<ul style="list-style-type: none"> • Revision of all core topics • Written Examination • June 2023
Assessment Overview:			
Course Components:			
<ul style="list-style-type: none"> • Component 1: Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of qualification • Component 2: Food Preparation and Nutrition in Action Non-examination assessment: Internally assessed, externally moderated • Non-Examination Assessment 1 (NEA 1): 8 hours • Non-Examination Assessment 2 (NEA 2): 12 hours 50% of qualification 			

Homework and Revision Guidance:

- One homework task is assigned per week, each task will take 30/40 minutes to complete, homework can be completed via the virtual platform (Google Classroom)
- Term 1 and 2 includes one single theory and one double practical lesson every week
- Remote learning is completed via Google Classroom, all teaching resources and homework's are available for reference and completion each week
- Every pupil has access to the Illuminate Digital Guide, pupils can use this digital text book resource for revision and homework

Learning and Career Pathways:

- Hotel and Restaurant Management
- Kitchen Brigade/Chef
- Waiting/Banqueting staff
- Environmental Health Officer
- General Hotel opportunities
- A Nutritional Scientist
- NVQ Level 2 Catering and Hospitality



Subject: Design & Technology		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8552	Qualification: GCSE
		QAN code: 603/0984/2	
Director of Faculty: Mrs. Ferns		KS4 Subject Lead: Mr. Blake	
<p>Curriculum Rationale: GCSE Design and Technology offers a broad and flexible approach to the subject. It is a theory and practical subject which requires the application of knowledge and an understanding of materials and material processing when developing ideas, producing products and evaluating them. Learners are encouraged in their design portfolio to use a wide range of design techniques including freehand drawings, isometric and orthographic drawing, as well as Computer Aided Design and Computer Aided Manufacture techniques.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> Specialist Technical Principles Selection of materials Using and working with materials Sources & origins Stock forms, types and sizes Scales of production Specialist techniques and processes Surface treatments and finishes 		<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> Core Technical Principles Materials and their working properties. (metals & textiles) New and emerging technologies Energy generation and storage Developments in new materials Systems approach to designing Mechanical devices 	
		<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> Designing & Making Principles Investigation, primary and secondary data Environmental, social and economic challenge The work of others Design strategies Communication of design ideas. Prototype development 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> Non-Exam Assessment (NEA) AO1. Identify, investigate & outline design possibilities AO2. Design & make prototypes that are fit for purpose 		<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> Non-Exam Assessment (NEA) A02. Design & make prototypes that are fit for purpose. A03. Analyse & evaluate 	
		<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> Examination preparation and revision GCSE Examination 	
<p>Assessment Overview: Component 1: Written Examination: 2 hours, 15% of examination with assess mathematical knowledge, 100 marks, 50% of GCSE. Component 2: Non-Exam Assessment (NEA): Design portfolio and manufacture of a prototype, 35 hours, 100 marks, 50% of GCSE.</p>			
<p>Homework and Revision Guidance: (include an overview of homework/out of lesson expectations, where and how pupils can access Remote Learning Provision, when and where onsite revision will take place etc.)</p> <ul style="list-style-type: none"> One homework task is assigned per week, each task will take 20/30 minutes to complete, homework can be completed via virtual platforms (Google Classroom and Seneca Learning) Term 1 and 2 includes one single theory and one double practical lesson every week Remote learning is completed via Google Classroom, all teaching resources and homework's are available for reference and completion each week. Pupils are expected to be proactive and work independently, especially whilst completing the NEA There are opportunities for after school and half term sessions 			
<p>Learning and Career Pathways: (include some examples of the type of FE, HE and Apprenticeship Pathways, and Careers, the study of this subject could support progression into.</p> <ul style="list-style-type: none"> Product/ Interior Designer Fashion Designer/ Dressmaker Graphic Designer Architect Apprenticeships (joinery, plumbing, electrician) Further Education (A levels) Higher Education (BDes, BSc Degree courses) Engineer/ Surveyor 			



Subject: Hair and Beauty		Year 10 and Year 11	
Examination Board: VTCT		Specification Code: CO2A5	Qualification: Level 1 / 2
		Qualification number: 603/7128/6	Technical Award in the Study of Hair and Beauty
Director of Faculty: Mrs. Ferns		KS4 Subject Lead: Mrs. Buxton	
Curriculum Rationale:			
<p>The qualification will provide an understanding of the chemistry of hair, beauty and nail products, as well as elements of human biology. Pupils will explore design skills, creating and presenting design brief ideas. Pupils will also explore the business aspect of the hair and beauty sector. You will have the opportunity to explore the principles of marketing and how entrepreneurship supports the hair & beauty sector. Practical basic elements of hairdressing & beauty therapy will be undertaken including wash & blow-drying, curling hair, hair up, manicures and facials, although these will not be assessed.</p>			
Year 10 Term 1 - Course Content:		Year 10 Term 2 - Course Content:	
<ul style="list-style-type: none"> UCO90 – Business and entrepreneurship in the hair and beauty sector Exploration of business principles, types of businesses, marketing and entrepreneurship within the hair & beauty sector 		<ul style="list-style-type: none"> UCO91 – Anatomy, physiology and cosmetic science Introduction of basic anatomy and physiology (human biology) including, the role of the integumentary system 	
Year 10 Term 3 - Course Content:		Year 10 Term 3 - Course Content:	
		<ul style="list-style-type: none"> UCO91 – Anatomy, physiology and cosmetic science Introduction of cosmetic chemistry and the development of hair & beauty products 	
Year 11 Term 1 - Course Content:		Year 11 Term 2 - Course Content:	
<ul style="list-style-type: none"> UCO92 – Design in the hair and beauty sector How to present and communicate design brief ideas and concepts to a range of audiences; Develop analytical, reflective and evaluative skills 		<ul style="list-style-type: none"> UCO90 – Business and entrepreneurship in the hair and beauty sector UCO91 – Anatomy, physiology and cosmetic science UCO92 – Design in the hair and beauty sector Completion of controlled assignment 	
Year 11 Term 3 - Course Content:		Year 11 Term 3 - Course Content:	
		<ul style="list-style-type: none"> UCO90 – Business and entrepreneurship in the hair and beauty sector UCO91 – Anatomy, physiology and cosmetic science UCO92 – Design in the hair and beauty sector Preparation for external examination 	
Assessment Overview:			
<p>External exam assessment – 40%. Written paper, completed under exam conditions at the end of year 11. Centre-assessed assignment – 60%, VTCT-moderated, completed in school under controlled conditions in year 11.</p>			
Homework and Revision Guidance:			
<ul style="list-style-type: none"> One homework task is assigned per week, each task will take 20/30 minutes to complete. Homework can be completed via the virtual platform (Google Classroom) or hand written. Homework is also available on Class Charts Remote learning is completed via Google Classroom, all teaching resources and homework's are available for reference and completion each week A revision pack will be provided to assist the pupil with revision topics 			
Learning and Career Pathways:			
<ul style="list-style-type: none"> Beauty Therapist Nail Technician Product Developer Business Development 		<ul style="list-style-type: none"> Hairdresser Barber Hair and Beauty Journalist 	



Subject: GCSE Physical Education		Year 10 and Year 11
Examination Board: AQA	Specification Code: 8582	Qualification: GCSE PE
Director of Faculty: Mr. Parr		KS4 Subject Lead: Mr. Parr
<p>Curriculum Rationale: GCSE Physical Education equips pupils with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of how the body functions, socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. Pupils who opt for GCSE PE will already possess a mixture of practical and academic skills, however, new and contemporary topics will help pupils of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.</p>		
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> Physical training 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> Health and Fitness 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> Sports Psychology Use of Data
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> Applied anatomy and physiology Cardio-respiratory system Anaerobic and aerobic exercise 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> Socio-cultural influences Commercialisation of physical activity and sport Ethical issues 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> Movement analysis
<p>Assessment Overview: Exam assessment</p> <p>Paper 1: The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> Applied anatomy and physiology, Movement analysis, Physical training, Use of data Written exam (1 hour 15 mins), 78 marks, 30% of GCSE <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> Sports psychology, socio-cultural influences, health/fitness and well-being, use of data Written exam (1 hour 15 mins), 78 marks, 30% <p>of GCSE Non-exam assessment</p> <p>Practical performance in physical activity and sport:</p> <ul style="list-style-type: none"> Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) Analysis and evaluation of performance to bring about improvement in one activity. Assessed by teachers, moderated by AQA, 100 marks, 40% of GCSE. 		
<p>Homework and Revision Guidance:</p> <ul style="list-style-type: none"> Pupils are expected to do weekly homework throughout Year 10 and Year 11. Revision materials are provided to each pupil studying this qualification. Pupils are also expected to attend extra lessons in Year 11. 		
<p>Learning and Career Pathways: GCSE PE can lead to a range of further education courses such as: A-Level PE, Personal Training, Sport and Active Leisure, Sport and Exercise Science, Outdoor Education Training, Sports Coaching, Teaching.</p>		



Subject: Religious Studies (RS)		Year 10 and Year 11	
Examination Board: Edexcel		Specification Code: 1RB0	Qualification: GCSE
Director of Faculty: Mr. Kemp		KS4 Subject Lead: Mr. Lindsay	
<p>Curriculum Rationale: Since we live in a culturally diverse UK society, the study of Religious Studies allows the development of knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism; develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. It allows pupils to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. It helps reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community, demonstrate knowledge and understanding of two religions, understand the influence of religion on individuals, communities and societies. Ultimately developing respect and tolerance of diversity and appreciation of cultural difference.</p>			
<p>Year 10 Term 1 - Course Content: Unit 1: Religion & Ethics Focus on Christianity and Moral issues</p> <ul style="list-style-type: none"> • Topic 1 Christian Beliefs 	<p>Year 10 Term 2 - Course Content: Unit 1: Religion & Ethics Focus on Christianity and Moral issues</p> <ul style="list-style-type: none"> • Topic 2 Marriage & Family Life 	<p>Year 10 Term 3 - Course Content: Unit 1: Religion & Ethics Focus on Christianity and Moral issues</p> <ul style="list-style-type: none"> • Topic 3 Living Christian Life • Topic 4 Matters of Life & Death 	
<p>Year 11 Term 1 - Course Content: Unit 2: Religion: Peace & Conflict - Focus on Islam</p> <ul style="list-style-type: none"> • Topic 1 Muslim Beliefs 	<p>Year 11 Term 2 - Course Content: Unit 2: Religion: Peace & Conflict - Focus on Islam</p> <ul style="list-style-type: none"> • Topic 2 Crime & Punishment • Topic 3 Living Muslim Life 	<p>Year 11 Term 3 - Course Content: Unit 2: Religion: Peace & Conflict - Focus on Islam</p> <ul style="list-style-type: none"> • Topic 4 Peace & Conflict Revision and exam preparation 	
<p>Assessment Overview: On-going assessment throughout the course will include exam questions including short, medium and essay questions. 100% Examination - externally assessed. 2 Exams lasting 1.45mins, both taken in Year 11, equal in value.</p> <ul style="list-style-type: none"> • Paper 1: Religion & Ethics (Christianity) • Paper 2: Religion: Peace & Conflict (Islam) 			
<p>Homework and Revision Guidance: On-going examination preparation and revision will dominate the focus for homework utilising online platforms such as Google Classroom. Pupils will be required to complete approximately 30 minutes of RS homework per week to support their progress with classwork. After school revision sessions will be offered to all pupils alongside whole school revision using both face-to-face and remote delivery and individual intervention timetables.</p>			
<p>Learning and Career Pathways: This qualification lends itself to progression into a range of careers such as:</p> <ul style="list-style-type: none"> • Civil Servant • Teacher • Charity Worker • Social Worker • Medical Practitioner • Youth Worker • Legal Professional • Police Officer • Travel and Tourism 			
<p>POST-16 PROGRESSION EXAMPLES:</p> <ul style="list-style-type: none"> • A-level Philosophy, Theology, Ethics, Sociology, Law, Politics, History, English. • Uniformed Services • BTEC Ext Diploma in Health and Social Care • A-level or BTEC Sciences 			

Subject: Health and Social Care		Year Group: Year 10 and Year 11	
Examination Board: Pearson Edexcel	Specification Code: 603/7047/6	Qualification: Level 1/Level 2 Tech Award in Health and Social Care	
Director of Faculty: Mrs. Ferns		KS4 Subject Lead: Mrs. Blackmore	
Curriculum Rationale: This course offers a pathway for all pupils to learn about the Health and Social Care sector which remains one of the biggest employers across the UK. The course consists of studying three units, two of which are internally assessed and the third unit is an externally assessed set task, taken in Year 11. In Year 10 pupils will examine how individuals develop throughout each life stage followed by a unit that studies a range of health and social care values. This is followed by the external assessment, which focuses on the health and wellbeing of individuals focusing on case studies.			
Year 10 Term 1 - Course Content: <ul style="list-style-type: none"> Component 1: Human Lifespan Development LO-A Understand human growth and development across life stages and the factors that affect it 	Year 10 Term 2 - Course Content: <ul style="list-style-type: none"> Component 1: Human Lifespan Development LO-B Investigate how individuals deal with life events 	Year 10 Term 3 - Course Content: <ul style="list-style-type: none"> Component 2: Health and Social Care Services and Values LO-A Understand the different types of health and social care services and barriers to accessing them 	
Year 11 Term 1 - Course Content: <ul style="list-style-type: none"> Component 2: Health and Social Care Services and Values LO-B Demonstrate care values and review own practice 	Year 11 Term 2 - Course Content: <ul style="list-style-type: none"> Component 3: Health and Wellbeing AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators 	Year 11 Term 3 - Course Content: <ul style="list-style-type: none"> Component 3: Health and Wellbeing AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans 	
Assessment Overview: Course Components: <ul style="list-style-type: none"> Component 1: Human Lifespan Development. Internally assessed task, externally verified Component 2: Health and Social Care Services and Values. Internally assessed task, externally verified Component 3: Health and Wellbeing. External assessment. Written Paper 2 hours 			
Homework and Revision Guidance: <ul style="list-style-type: none"> One homework task is assigned per week, each task will take approximately 30 minutes to complete; homework can be completed via the virtual platform (Google Classroom) Remote learning is completed via Google Classroom, all homework and teaching resources are available for reference and completion each week 			
Learning and Career Pathways: This qualification lends itself to progression into a range of careers such as: <ul style="list-style-type: none"> Midwife Health Visitor Medical Practitioner Early Years Practitioner/ Teacher Nursery worker/ Child minder Carer Speech and Language Therapist Social Work/ Fostering Psychologist <p style="text-align: right;">POST-16 PROGRESSION EXAMPLES:</p> <ul style="list-style-type: none"> BTEC L3 Ext Diploma in Health and Social Care A-level Health and Social Care A-level Psychology/ Sociology Advanced Level Apprenticeship in Childcare Healthcare Science T Level Childcare & Education Technical Diploma NCFE Level 3 			



Subject: GCSE Business Studies		Year 10 and Year 11	
Examination Board: Edexcel	Specification Code: 603/0121/1	Qualification: GCSE	
Acting Director of Faculty: Mr. Bennett		Acting KS4 Subject Lead: Mr. Bennett	
<p>Curriculum Rationale:</p> <p>GCSE qualifications in business subjects encourage pupils to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. GCSE qualifications in business subjects enable pupils to:</p> <p>Actively engage in the study of Business and Economics to develop as effective and independent pupils and as critical and reflective thinkers with enquiring minds.</p> <p>Use an enquiring, critical approach to distinguish facts and opinions to build arguments and make informed judgements, develop and apply their knowledge, understanding and skill to contemporary issues in a range of local, national and global contexts, appreciate the range of perspectives of different stakeholders in relation to business and economic activities.</p> <p>Consider the extent to which business and economic activity can be ethical and sustainable.</p>			
<p>Theme 1:</p> <p>1. Enterprise and Entrepreneurship</p> <ul style="list-style-type: none"> Pupils are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship. <p>2. Spotting a Business Opportunity</p> <ul style="list-style-type: none"> Pupils will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition. <p>3. Putting a Business Idea into Practice</p> <ul style="list-style-type: none"> This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects. <p>4. Making the Business Effective</p> <ul style="list-style-type: none"> Pupils will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan. <p>5. Understanding external Influences on Business</p> <ul style="list-style-type: none"> Pupils are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Pupils will explore how businesses respond to these influences. 		<p>Theme 2:</p> <p>1. Growing the Business</p> <ul style="list-style-type: none"> Pupils are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored. <p>2. Making Marketing Decisions</p> <ul style="list-style-type: none"> Pupils will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace. <p>3. Making Operational Decisions</p> <ul style="list-style-type: none"> This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes. <p>4. Making Financial Decisions</p> <ul style="list-style-type: none"> Pupils will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. <p>5. Making Human Resource Decisions</p> <ul style="list-style-type: none"> Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic. 	
Assessment Overview:			

Theme 1 - Investigating Small Businesses - this is assessed through a written exam and is 50% of the total mark

Theme 2 - Building a Business - this is assessed through a written exam and is 50% of the total

mark Theme 1 and Theme 2 are examined at the end of the course in Year 11.

Homework and Revision Guidance:

Homework will be given out weekly and, in most cases, available from Class Charts or Google Classroom, with a variety of tasks from self-assessing tests, exam style questions, to knowledge organisers, research tasks, business case studies and working on seneca learning.

Learning and Career Pathways:

There are a wide range of courses that include aspects of business. These include Business and Marketing, Business and Accounting, Business and IT and Business and Management.

Possible careers include Accountancy, Customer Service, Sales, Marketing and Management.



Subject: Dance		Year 10 and Year 11	
Examination Board: AQA		Specification Code: 8236	Qualification: GCSE
Director of Faculty: Miss. Taylor		KS4 Subject Lead: Miss. Taylor	
Curriculum Rationale:			
<p>GCSE Dance is a powerful and expressive subject which encourages individuals to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. The GCSE Dance course recognises the role of dance in young people's lives and therefore a range of dance styles and style fusions are studied across the course. Performance and choreography techniques are explored. The study of the anthology of professional works will develop the ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.</p>			
<p>Yr 10 Term 1 - Course Content: Component 1; Performance: Physical and expressive skills Choreography: Choreographic devices Component 2; Appreciation: Professional work 1 Studio practices, Choreography Skills & Dance Skills</p>	<p>Yr 10 Term 2 - Course Content: Component 1; Performance: Set phrase: Breathe Choreography: Research - Stimuli Improvisation Component 2; Appreciation: Professional work 2 Hypothetical Choreographies</p>	<p>Yr 10 Term 3 - Course Content: Component 1; Performance: Performance in a trio Choreography: Motif Development Component 2; Appreciation: Professional works 3 & 4 Critical appreciation of own performances</p>	
<p>Yr 11 Term 1 - Course Content: Component 1; Performance: Set phrase: Shift Performance in a trio Choreography: Develop choreography Component 2; Appreciation: Professional work 5</p> <ul style="list-style-type: none"> Choreography Programme Note 	<p>Yr 11 Term 2 - Course Content: Component 1; Performance: Set phrases: Breathe and Shift Performance in a trio Choreography: Completion of choreography Component 2; Appreciation: Professional work 6 Choreography Programme Note</p>	<p>Yr 11 Term 3 - Course Content: Component 2; Appreciation: Comparisons of the 6 professional works</p> <ul style="list-style-type: none"> Critical appreciation written exam 	
Assessment Overview:			
<p>Component 1 - Performance & Choreography (Total component 60%): Performance (30%): Set phrases through a solo performance & Duet/trio performance Choreography (30%): Solo or group choreography – a solo or a group dance for two to five dancers Component 2 – Dance Appreciation (Total component 40%):</p> <ul style="list-style-type: none"> Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own performances and choreography Critical appreciation of 5 professional dance works 			
Homework and Revision Guidance:			
<p>Homework will be set according to the school policy. Homework will be set to help pupils develop their understanding of key topics and learn about different aspects of dance in preparation for future lessons/examination aspects. In addition, homework will allow pupils to be independent in their research and give them opportunities to retrieve previously learnt information. For the practical parts of the course, lunchtime and/or afterschool rehearsals can be attended to help improve their performances leading up to assessments for Component 1.</p>			
Possible University Courses: Dance or Performing Arts Degree Courses (Foundation and BA Honours)			
Possible Careers: Dancer, Dance Movement Examiner/Moderator, Dance Teacher, Dance Youth Worker, Dance Therapist, Dance Photographer, Chorographer, Community Dance, Artistic Director, Practitioner. Dance Journalist, Dance Lecturer, Fitness Instructor and Dance/Arts Officer.			



Subject: Astronomy		Year 10 and Year 11	
Examination Board: Edexcel		Specification Code: 1ASO	Qualification: GCSE
Director of Faculty: Mr. Hambleton		KS4 Subject Lead: Mr. Hambleton	
<p>Curriculum Rationale:</p> <p>GCSE Astronomy builds on people’s natural fascination with the night sky. The course is designed for those pupils who are curious, and have a real interest and passion for space and the Universe. This subject develops pupils’ knowledge of astrophysics, and builds an appreciation for the mathematics of cosmology.</p> <p>GCSE Astronomy starts with an understanding of the Earth and the Moon, before we move into the solar system and the wider Universe. Pupils willing to delve into the great beyond will find this course both challenging and rewarding. Pupils will develop their own observational skills and are required to keep a record of their observations of the night sky.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> Planet Earth The lunar disc The Earth-Moon-Sun system Eclipses, solar and lunar cycles 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> Time The solar system Constellations Early models of the solar system Comets and meteors 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> Kepler’s laws of planetary motion Gravity The Equation of Time The Sun 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> Telescopes Solar astronomy Stars Exploring the solar system Apollo missions Space probes 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> How planets form Exoplanets Exploring starlight Evolution of stars Black holes and quasars Galaxies 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> Extra-terrestrial life The Drake equation Cosmology The Big Bang 	
<p>Assessment Overview:</p> <ul style="list-style-type: none"> End of topic assessments One mock exam in Year 10 Two mock exams in Year 11 Evidence of a log-book showing night time observations 			
<p>Homework and Revision Guidance:</p> <ul style="list-style-type: none"> One piece of homework per week Observations are ongoing throughout the course Revision sessions provided in school Learning resources provided via Google Classroom A revision guide can be purchased: GCSE Astronomy: A Guide for Pupils by Mickledore Publishing A range of websites and videos can be accessed from home 			
<p>Learning and Career Pathways:</p> <p>Following GCSE Astronomy, popular A-levels include physics, maths, engineering, other sciences. GCSE Astronomy can lead to a range of scientific and mathematical professions. Common careers following an astronomy qualification include; Astrophysicist, Space Scientist, Engineering, Meteorologist, Research, Aeronautics, Armed Forces.</p>			



Subject: Sports Studies		Year 10 and Year 11	
Examination Board: OCR	Specification Code: J829	Qualification: Sports Studies Level 1/2	
Director of Faculty: Mr. Parr		KS4 Subject Lead: Mr. Proctor	
<p>Curriculum Rationale: The Cambridge National sports studies is a PE, sport and physical activity, sector-based course. The course is vocational and pupils have the opportunity to develop and apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as participation barriers, the role of sport in promoting values, the implications of hosting major sporting events and the role of national governing bodies in sport. Pupils will develop an appreciation of the importance of sport locally and nationally, the different ways of being involved in sport and how this shapes the sports industry.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • (R185) Topic Areas 3 & 4 • (R185) Topic Area 5 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • (R185) Continuation of Topic Areas 3, 4 and 5 • (R185) Topic Area 1 and 2 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • R185 • (R185) Continuation of Topics 1/2 • Submissions of coursework (R185) • (R187) Learning Outcome 3 • (R184) Topic Areas 1 and 2 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • (R184) Topic Areas 3, 4 and 5 • (R187) Topic Area 4 • (R187) continuation of Topic 3 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • Entry for exam R184 Practice • (R187) Continuation of Topic Areas 3 and 4. • (R187) Topic area 1 and 2 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Submission of coursework (R187) • Resubmissions of coursework (R185) • Re-entry for exam (R184) 	
<p>Assessment Overview:</p> <p>Compulsory units</p> <ul style="list-style-type: none"> • R184: <i>Contemporary issues in sport</i> - Written paper, OCR set and marked, 1 hour 15 mins • R185: Performance and leadership in sports activities – coursework assessment <p>Optional units</p> <ul style="list-style-type: none"> • R186: Sport and the media – coursework assessment or • R187: Increasing awareness of outdoor and adventurous activities – coursework assessment 			
<p>Homework and Revision Guidance: Pupils are expected to do weekly homework throughout Year 10 and Year 11. Revision materials are provided to each pupil studying this qualification. Pupils are also expected to attend extra lessons in Year 11.</p>			
<p>Learning and Career Pathways: Sport Studies can lead to a range of further education courses such as: Personal Training, Sport and Active Leisure, Sport and Exercise Science, Outdoor Education Training, Sports Coaching.</p>			



Subject: Music		Year 10 and Year 11	
Examination Board: Eduqas	Specification Code: C660QS	Qualification: GCSE	
Director of Faculty: Miss. Taylor		KS4 Subject Lead: Miss. Boag-Munroe	
<p>Curriculum Rationale: The curriculum is structured to allow musicians at all levels to develop in all three areas; appraisal, composition and performance throughout the course. Eduqas covers a wide variety of musical styles and genres and provides the flexibility for pupils to learn key language through music they enjoy even if it is not part of the specification. The composition and performance elements provide a practical industry relevant aspect to the course and allows pupils to focus on styles and genres of their choice. The course is aimed at both beginners and pupils who are already able to play a musical instrument and there is a lot of flexibility which allows pupils at different levels to access the course.</p>			
<p>Year 10 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • Introduction to the course • Music theory • Basic composition skills • Music appraisal and listening 	<p>Year 10 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • Introduction Free Composition • Music theory • Music appraisal and listening • Study Piece 1; Popular Music 	<p>Year 10 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Free Composition • Music theory • Music appraisal and listening • Study Piece 2; Western Classical 	
<p>Year 11 Term 1 - Course Content:</p> <ul style="list-style-type: none"> • Introduction to Brief Composition • Music theory • Music appraisal and listening • Study Piece 1; Popular Music 	<p>Year 11 Term 2 - Course Content:</p> <ul style="list-style-type: none"> • Brief Composition • Music theory • Music appraisal and listening • Study Piece 2; Western Classical 	<p>Year 11 Term 3 - Course Content:</p> <ul style="list-style-type: none"> • Coursework submissions • Revision of key content • Preparation for the listening and appraising exam 	
<p>Assessment Overview: The GCSE is a linear course with all assessment being completed at the end of Year 11. Pupils will submit two compositions (created throughout the two-year course) and two performances, one of which must be as part of an ensemble. Pupils sit an externally marked listening and appraisal exam which is comprised of 8 questions including two on Study Pieces which pupils learn about in their lessons.</p>			
<p>Homework and Revision Guidance: Pupils will be expected to attend a weekly instrumental or voice lesson. They are expected to rehearse for their performance assessments on a regular basis and performance progress assessments will take place throughout the course. Homework will be set weekly in line with school expectations, it will be due in for the following lesson. Pupils will be able to access remote learning and revision through school provided IT platforms such as Focus on Sound and Noteflight.</p>			
<p>Learning and Career Pathways: GCSE Music provides a solid starting point to move onto a wide range of Level 3 courses including A Levels, BTECs or other vocational courses. There are a wide range of careers which pupils could move into following studying Music which are directly linked to the subject such as instrumental teachers, DJ, composer, music producer or director or teacher. There are also many career areas not directly linked to the subject which make use of the many qualities developed such as medicine, law and accountancy. Colleges, universities and employers are always looking for people who have more to offer, learning a musical instrument and studying music means you can offer more than others when moving forward after GCSE, even if you don't go on to study music.</p>			

YEAR 9 OPTIONS CHOICES 2023-25