



# GORDON'S SCHOOL

## KEY STAGE 4 OPTIONS AND ACADEMIC GUIDE

2023-24



# EXPECTATIONS

YOU ARE REQUIRED TO SHOW AT ALL TIMES:



## COURTESY

Showing politeness and thinking of others before yourself.

## INTEGRITY

Being honest and doing the right thing, whether or not anyone is watching.

## DILIGENCE

Always working to the best possible standard, taking care in even smallest details.

## ENTHUSIASM

Approaching everything with a positive attitude, and enjoying what you do.

## RESILIENCE

Keeping going, even when it is difficult.  
Recovering when things go wrong.

“*Respect, courtesy and consideration for others are embedded in the culture and evident throughout the school. Behaviour is excellent.*”

OFSTED, 2017

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<i>Key Stage 4 Form Tutors may be contacted via the school telephone number or school email address.</i>		

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Science: Physics	Anthony Wallace	<a href="mailto:awallace@gordons.school">awallace@gordons.school</a>
Travel and Tourism	Andrew Grace	<a href="mailto:rsuarez@gordons.school">rsuarez@gordons.school</a>

# TIMING OF THE SCHOOL DAY

## MONDAY TO FRIDAY:

Arrival	8.00am
Tutor Group/Assembly/Chapel	8.20am to 8.40am
Period 1	8.40am to 9.35am
Period 2	9.35am to 10.30am
Break	10.30am to 11.00am
Period 3	11.00am to 11.55am
Period 4A / LUNCH (Y7 to 10)	11.55am to 12.50pm
Period 4B / LUNCH (Y11 to 13)	12.50pm to 1.45pm
Period 5	1.45pm to 2.40pm
Period 6	2.40pm to 3.35pm
Period 7 Activities	4.00pm to 5.00pm
Tea	5.00pm to 6.00pm
Prep	6.00pm to 7.30pm

Library private study is open 7.30pm to 9.00pm Monday to Friday  
and for *residential boarders* on Sundays 7.30pm to 9.00pm.

*Day Boarders* are strongly encouraged to stay for prep until 7.30pm Monday to Thursday  
and on Friday until 7.00pm.

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KEY STAGE 4  
OPTIONS GUIDE

# INTRODUCTION

Gordon's is a non-selective, co-educational state boarding school. Our success is based on a rigorous academic curriculum; a boarding community with exceptional pastoral care; ceremony; a disciplined environment; abundant extra-curricular opportunities and a Christian ethos.

We recognise that a good education is not just about outstanding examination results but involves encouraging young people to have high expectations of themselves and providing them with a wide range of opportunities to learn, participate, contribute and challenge themselves both inside and outside the classroom.

At Gordon's we believe in a broad and balanced curriculum with a focus on the traditional academic subjects. The composition and proportion of teaching time given to respective subjects is set out later in this booklet.

In the core subjects of English, Mathematics, Science and Modern Foreign Languages (where numbers require it), Key Stage 4 students continue to be placed in sets as they were in Key Stage 3. This arrangement also affords the Head of Department the opportunity to target different tiers of public examination entry for different sets.

This booklet is designed to support Key Stage 3 students in preparing for their transition into Key Stage 4. In the Spring Term of Year 9, students will have the opportunity to select a number of optional subjects. These non-core subjects will be studied through Years 10 and 11 and are terminally examined at the end of Year 11, along with the core curriculum. It is important that the options available to students are considered carefully as they may form the foundation for onward study into the Sixth Form and beyond.

Academic qualifications on their own do not guarantee success or happiness. However, it is undeniably true that young people are given a far better chance in life if they do perform to the best of their abilities in their examinations. At Gordon's we believe in promoting deeper engagement in the diverse knowledge and skills specific to any discipline or academic subject to give our young people the best possible start in adult life and encourage lifelong learning.

Learning and intellectual development are at the heart of everything we do at Gordon's. As students' progress through the School, we expect them to become increasingly engaged in learning about the world around them and how to think for themselves. With this in mind, we will seek ways to make thinking skills and other core skills a visible and conscious part of daily practice.

*“ It is clear that your school has equipped pupils to be successful thereafter, both in terms of their readiness for further study and in terms of their readiness to enter the world of work in due course. ”*

DFE

# THE ENGLISH BACCALAUREATE (EBACC)

The English Baccalaureate (EBacc) is a set of subjects at GCSE that keep young people's options open for further study and future careers.

The EBacc is made up of the subjects which are considered essential to many degrees and open many doors in the future. To achieve the EBacc, students must take the following combination of subjects:

- English Language and English Literature
- Maths
- Science (Triple or Combined)
- Geography or History (although both can be taken)
- A Modern Foreign language

**Students would then add their other GCSE or BTEC options choices to complete their full KS4 suit of subjects.**

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can also help improve a young person's performance in English and Maths.

Gordon's is very keen to see an increase in student up-take of Ebacc subjects to ensure our young people are able to access all the A level and University courses they would wish to. It is our belief that a solid foundation in these facilitating subjects provides students with an extremely strong platform from which to undertake future learning.

We therefore encourage all students to consider following an EBacc pathway to ensure they keep their options open for further study and future careers.

Typically, EBacc and non-EBacc subject combinations may look like this, although other subject combinations are obviously available:

EBACC EXAMPLE	NON-EBACC EXAMPLE	ALTERNATIVE CURRICULUM
English Literature English Language Maths Combined Science French PE* PSHE* History Business GCSE Drama	English Literature English Language Maths Combined Science French PE* PSHE* Business GCSE Photography Physical Education GCSE	English Literature English Language Maths Combined Science Extra Core PE* PSHE* Enterprise BTEC (Business) Travel and Tourism BTEC Construction (College)**

\* Public Examinations are not taken in these subjects

\*\* By prior arrangement only

**BTEC Courses:** Any student may take a BTEC course in combination with GCSE courses, although they are predominately aimed at students who would benefit from courses with a greater focus on coursework than examinations.

**Alternative Curriculum:** Students may undertake courses at our local partner colleges following discussions with the academic team. Should you wish to enquire about this please contact Miss Phillips at [vphillips@gordons.school](mailto:vphillips@gordons.school)

# SET CHANGE PROTOCOLS

## INTRODUCTION

At Gordon's we believe in setting at Key Stage 4 within core subjects; English, Maths, Science and MFL. There are several reasons for this:

- It gives students the incentive to 'move up' a set coupled with the knowledge that they will have to work hard to keep 'their place' in a set.
- It allows students to be taught in an environment where their peers are broadly of similar ability meaning a less intimidating environment which we feel is ultimately conducive to learning.
- It allows teachers to broadly 'pitch a lesson' at an ability level that will resonate with the vast majority of students.
- At Key Stage 4, when considering public examination entry, it affords the Head of Department the opportunity to target different tiers of entry for different groups of students (please note that this does not apply to GCSE English Language or GCSE English Literature as these two GCSEs are not tiered, so all students sit the same exam papers).

Students will, on occasions, move sets and the protocols for this in the three main core subjects are detailed below. As the professionals teaching students every day we are in the best position to make judgements on the appropriateness of the set that a student should be in.

The School's reporting process provides indications of progress throughout the year and parents are encouraged to contact the School if they have concerns. However, set moves are predominantly based on end of year assessments and some students may move down a set as a result of such assessments without necessarily performing poorly or demonstrating significant concern during the year.

Set movements should not be viewed negatively and often a student is better served, certainly in the short term but perhaps longer, from moving down a set.

## ENGLISH SETTING INFORMATION

At Key Stage 4, Set changes in English are less likely to occur but are still made at times both during and at the end of the year. However, all Year 10 students will sit the Year 10 Examination towards the end of the Spring Term. The outcome of this, coupled with other student information and teacher judgement, may inform some Set changes towards the end of the year.

For all Set changes parents will be informed via a letter home. Should there be any queries please contact Mr Berry ([pberry@gordons.school](mailto:pberry@gordons.school)).

## MATHEMATICS SETTING INFORMATION

Students in Year 9 receive formal key assessments once per term, and setting is reviewed in February and June. The Maths Department use the results of key assessments, alongside performance in class and in other assessed work, as the basis for setting decisions and so parents are advised to ensure that their son or daughter takes the assessments seriously. Topic lists and advice for revision will be provided ahead of each key assessment.

At Key Stage 4, set changes in Mathematics are less likely to occur. However, all Year 10 students will sit the Year 10 Examination towards the end of the Spring Term, after which some set changes may occur.

For all set changes parents will be informed via a letter home. Should there be any queries please contact Mr Eaden ([meaden@gordons.school](mailto:meaden@gordons.school)).

## SCIENCE SETTING INFORMATION

Science setting will be a topic discussed at the Year 9 Parents' and Options Evening.

Students in KS4 have two major internal assessments which are the Mock Examinations in Years 10 and 11. Re-setting will take place based on the results of these tests. Please note, however, that for Year 10 and 11 students, there will be no movement between Sets 1 and 2 due to the students following different curriculum pathways.

For all set changes parents will be informed via a letter home.

**Set 1:** *Separate Science (Biology, Chemistry and Physics GCSEs)*  
**Sets 2 to 6:** *Combined Science – Trilogy (this is equivalent to two GCSE qualifications)*

Should parents wish to clarify the setting situation in Science they should contact Miss Copeman ([ccopeman@gordons.school](mailto:ccopeman@gordons.school)) in the first instance.

It is important to note that the end of Year 9 Science examinations will be used to determine the set a student will be placed in for their GCSE course. Please ensure, therefore, that your son or daughter takes these examinations seriously and prepares for them appropriately.

## MFL SETTING ARRANGEMENTS

KS4 sets are decided at the end of Year 9 and sets will be based on performance in Key Assessments and the Year 9 exam. Students are therefore encouraged to prepare properly for these assessments.

Generally, there are two sets for each language. Set 1 will be automatically entered for Higher Tier. Set 2 will generally be entered at Foundation Tier although there may be students who are entered at Higher Tier if their results warrant it.

Set moves are rarer than at KS3 but still possible and will be based on results in Key Assessments and Year 10 exams.

For all set changes, parents will be informed by a letter home.

## CURRICULUM ALLOCATION

KEY STAGE 4	LESSONS	%
English	8	13.33
Maths	8	13.33
Science	12	20
Languages	7	11.67
Option 1	7	11.67
Option 2	7	11.67
Option 3	7	11.67
PSHE	2	3.33
Games	2	3.33
<b>Total</b>	<b>60 (per fortnight)</b>	<b>100%</b>

# THE OPTIONS PROCESS AT GORDON'S

Year 9 students have some important choices to make about the subjects they will study over the next two years. Once these decisions are made, they will need to select four subjects including a 'reserve' from the 'options' subjects listed below. Whilst there are several subjects that must be studied until the end of Year 11, there are also many subjects that will be studied for the last time in Year 9. The purpose of this booklet is to help students decide which subjects to select as 'option' subjects and which subjects to 'drop'.

## COMPULSORY SUBJECTS

The subjects that must be studied at Gordon's until the end of Year 11 are:

- English Language
- English Literature
- Mathematics
- Separate Sciences or Combined Science
- A Modern Foreign Language; French or German or Spanish
- Physical Education\*
- PSHE\*

*\* Public Examinations are not taken in these subjects*

## OPTIONAL SUBJECTS

Three subjects and a reserve to be selected:

- Art & Design
- Business GCSE
- Enterprise: BTEC (Business)
- Computer Science
- Food Preparation and Nutrition
- Design & Technology
- Drama
- Geography
- History
- MFL: French (as a second modern foreign language)
- MFL: German (as a second modern foreign language)
- MFL: Spanish (as a second modern foreign language)
- MFL: Mandarin (as a second modern foreign language: only available if studied at KS3)
- Music
- Photography
- Physical Education (GCSE)
- Religious Education (Full Course)
- Travel and Tourism (BTEC)

Selected college courses are available for students who would benefit from a curriculum with a higher vocational content. Further information about these courses can be accessed through discussions with the Learning Support Department. Please contact our SENDCo, Miss Victoria Phillips at [vphillips@gordons.school](mailto:vphillips@gordons.school) for further details.

**Please note: The option subjects listed above are all potentially available to students, however, there is no guarantee that all subjects will run. This is why it is important that students select a 'reserve' subject.**

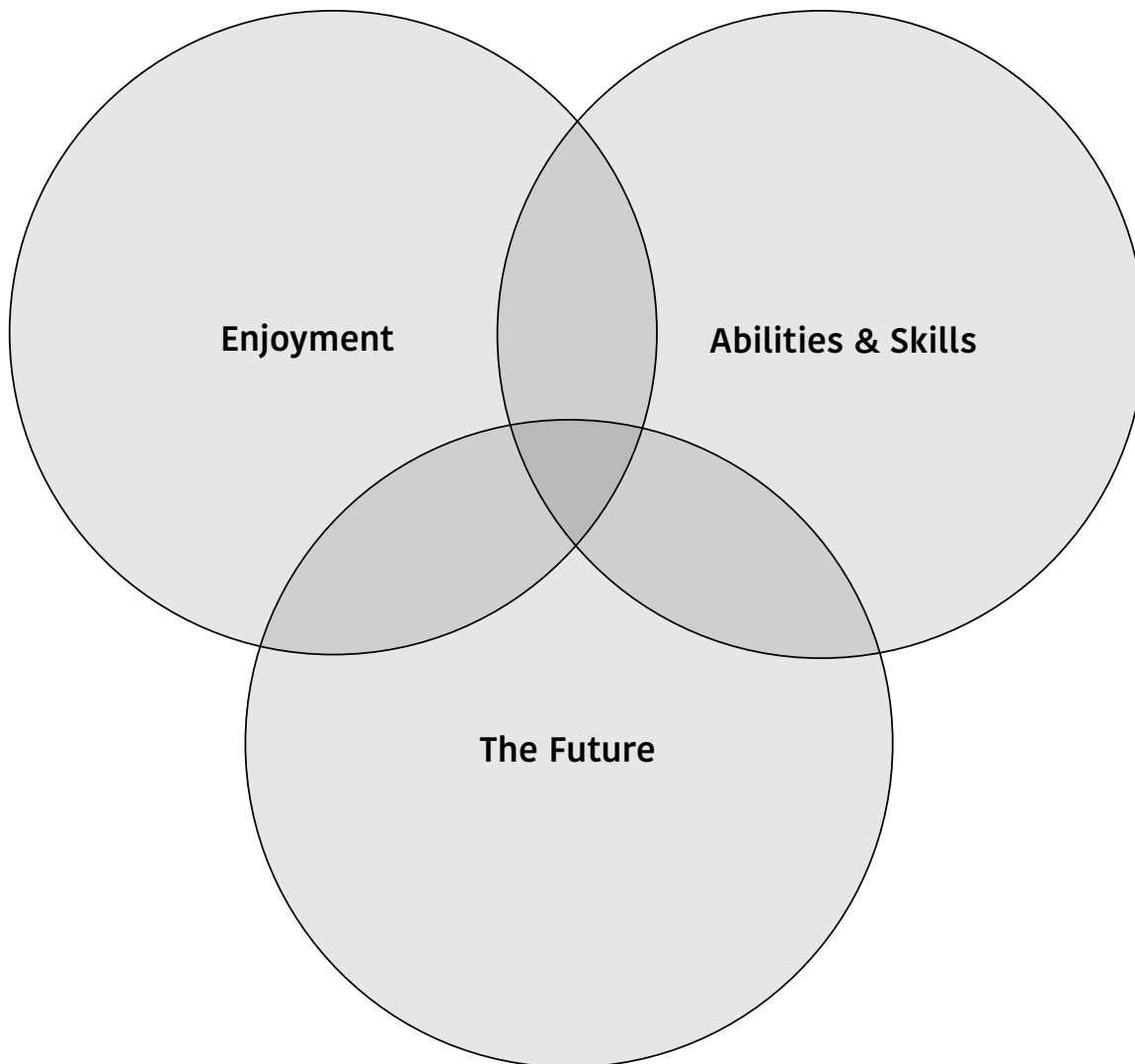
Option subjects will run based on the following pre-requisites:

- Student demand
- Staffing

**Please note: Students will not be able to make changes to their chosen courses once they have submitted their choices form. It is, therefore, strongly recommended that students and parents pay careful attention to the choices being made.**

# WHERE TO START?

TO BEGIN WITH, STUDENTS NEED TO THINK ABOUT THREE MAIN THINGS:



## ENJOYMENT

The option subjects students choose will be studied at GCSE level for two years and it is important that they enjoy them. Without a genuine interest in the subject it is unlikely that students will 'push themselves' to succeed when the course challenges them, which it undoubtedly will, at various stages over the two years.

## ABILITIES & SKILLS

Everyone has some things that they are good at and some things they are not. More often than not they have little control over this. For example, one person may find that they are naturally good at one subject but finds another subject quite difficult. This is perfectly normal and students need to consider where their strengths lie. The fact that a student likes a subject does not necessarily mean that it plays to their strengths!

## THE FUTURE

The subjects students choose to study are more likely to play a part in their future compared to those that they don't. However, this should not be of too much concern as almost one in two students who successfully graduate from University don't go into a job that is directly related to the subject that they studied at University.

# NOW IT'S UP TO YOU

There are several things students must now do:

1. Read this booklet from start to finish, even if they think they have already made their mind up!
2. Discuss the options process as a family. Parents and siblings know students as well as anyone and family members also know 'the real world' and can help students make decisions about their future. Please do encourage students to ask for advice and listen to what they are told.
3. Students should also discuss different subjects with their teachers, including form teachers and House Parents. Some questions students might like to ask could be:
  - What do you think I would be best at in the subject?
  - What do you think I would find the most challenging part of the course?
  - Do you think I could cope with the prep for this subject?
  - What things have we done this year that are similar to GCSE work?
  - Roughly what grade would you expect me to get at the end of Y11?
  - What A levels or other courses could this subject lead to?
  - What careers would the subject help prepare me for?
4. Students could also discuss different subjects with Year 10 and 11 students in their House who are taking the subject or considered taking the subject.
5. If students have a future career in mind then they could go online and find out what subjects they need to study to be successful in that career.
6. Complete the table below placing a X, ✓, or ? in each box.

SUBJECT	ENJOYMENT	ABILITIES & SKILLS	THE FUTURE
Art and Design			
Business GCSE			
Enterprise: BTEC (Business)			
Computer Science			
Design and Technology			
Drama			
Food Preparation and Nutrition			
Geography			
History			
MFL: French (as a 2 <sup>nd</sup> MFL)			
MFL: German (as a 2 <sup>nd</sup> MFL)			
MFL: Mandarin (as a 2 <sup>nd</sup> MFL)			
MFL: Spanish (as a 2 <sup>nd</sup> MFL)			
Music			
Physical Education GCSE			
Photography			
Religious Education (Full Course)			
Travel & Tourism BTEC			

7. When ready, please complete the options choice form and make sure it is submitted by **Wednesday 1<sup>st</sup> February**.

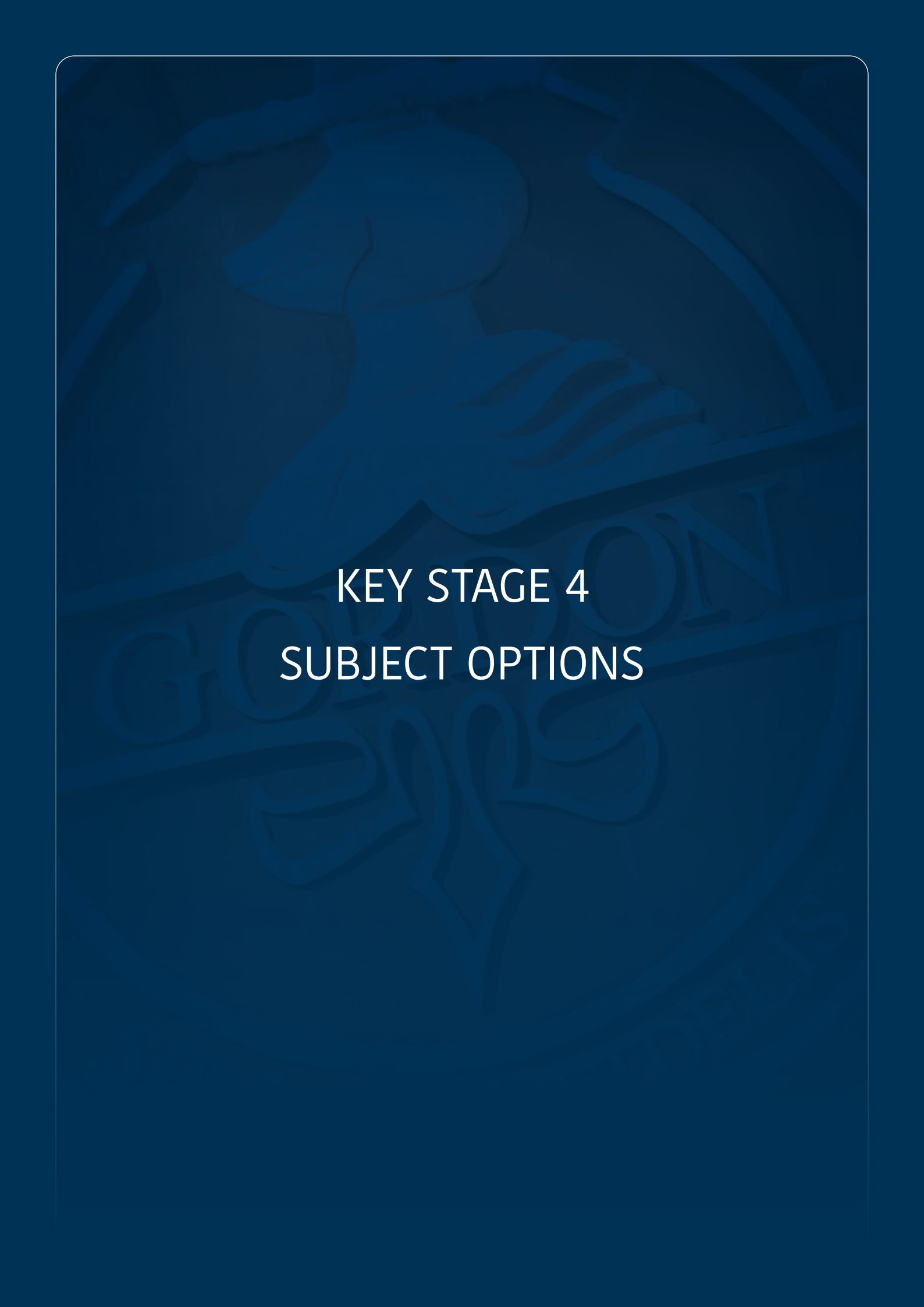


# GORDON'S SIXTH FORM SUBJECT ENTRANCE CRITERIA

## SEPTEMBER 2023 ENTRY

Entry 2023/2024	Notes	Minimum Entry Requirements: Five GCSE grades 9 – 5 including Grade 5 in English & Mathematics for any A level course
<b>Subject</b>		<b>The expected entry criteria for each subject is shown below:</b>
<b>Art *</b>	If destination is Architecture, Art typically is taken with Mathematics and/or Physics.	GCSE grade 6 in Art or Photography.
<b>Biology</b>	Needed for some Sports Science subjects at University. Highly recommended for medicine. Strongly recommended that students have a GCSE English and Mathematics grade 6.	GCSE grade 7-7 in Combined Science, or grade 7 in Biology and grade 6 in Chemistry if separate sciences studied.
<b>Business</b>		GCSE grade 6 in Business or Distinction in BTEC Enterprise (Business) if studied. If not studied, grade 5 in English and Mathematics.
<b>Chemistry</b>	Required for Medicine. Complements A Level Biology strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 7 in Chemistry or 7-7 in Combined Science.
<b>Computer Science</b>	Strongly recommended to be taken with Mathematics.	GCSE grade 6 in Computer Science if studied. If not studied, grade 5 in English, and a GCSE grade 6 in Mathematics is required.
<b>Drama &amp; Theatre Studies *</b>	If no GCSE in Drama, previous drama experience strongly recommended.	GCSE grade 6 in Drama if studied. If not studied, GCSE grade 5 in English is required.
<b>Design &amp; Technology *</b>	Strongly advisable to those wishing to study Engineering, Architecture, Product/Graphic Design and aligns well with Arts or STEM subjects. Strongly recommended that students have a strong foundation in Mathematics with a grade 6 at GCSE.	GCSE grade 6 in Technology if studied. If not studied, grade 5 in English and Mathematics.
<b>Economics</b>		GCSE grade 6 in Economics if studied, and GCSE grade 6 in Mathematics. If not studied, grade 5 in English and grade 6 in Mathematics.
<b>English Language</b>		GCSE grade 6 in English Language.
<b>English Literature</b>		GCSE grade 6 in English Literature and grade 6 English Language.
<b>French</b>	Exceptions may be made for native speakers.	GCSE grade 6 in French.
<b>German</b>	Exceptions may be made for native speakers.	GCSE grade 6 in German.
<b>Geography</b>	Biology usually needed if planning to study Geology at University.	GCSE grade 7 in Geography and grade 7 in Mathematics.
<b>History</b>		GCSE grade 6 in History and grade 6 in English Literature.
<b>Mathematics</b>	Mathematics is required for Physics or Engineering. Further Mathematics also needed if Mathematics to be studied at a Russell Group University.	GCSE grade 7 in Mathematics
<b>Further Mathematics</b>		GCSE grade 8 in Mathematics & must study A Level Mathematics over two years.
<b>Media *</b>		GCSE grade 5 in either English Language or English Literature.
<b>Music</b>	Mathematics needed to study Music Technology at some Universities.	GCSE grade 6 in Music plus minimum grade 5 instrumental/vocal. If a student has not studied Music, then a Grade 5 Instrumental/vocal (any board) and Grade 5 Theory (ABRSM) is required.
<b>Physical Education *</b>	30% of the final A Level grade is practical. Students should be regularly competing at school 1st team standard. If subject studied at GCSE and a grade lower than 5 is achieved, the alternative entry requirements will not be considered.	GCSE grade 6 in Physical Education, or grade 5 in English and grade 5 in Biology GCSE, or 5-5 in Combined Science GCSE.
<b>Physics</b>	Both Mathematics & Physics needed for Physics or Engineering at most Universities.	GCSE grade 7 in Physics or 7-7 in Combined Science and must be accompanied by Mathematics in Year 12.
<b>Photography</b>		GCSE grade 6 in Art or Photography.
<b>Psychology</b>	Strongly recommended to be taken with other science subject(s) as some Psychology degrees ask for this.	A GCSE grade 6 in Maths and grade 6 in Biology, or grades 6-6 if double sciences studied, and a grade 5 in English.
<b>Sociology *</b>		GCSE grade 5 in either English Language or English Literature.
<b>Spanish</b>	Exceptions may be made for native speakers.	GCSE grade 6 in Spanish.
<b>Other Level 3 courses on offer: Single BTEC Courses unless stated</b>		
<b>Business (BTEC) Level 3 Extended Certificate</b>	Please note, this subject has a high maths content. Equivalent to 1 A level	<b>Minimum Entry Requirements: Five GCSE grades 9 – 4 including Grade 4 in English &amp; Mathematics for any BTEC course</b>
<b>Information Technology (BTEC) Level 3 Extended Certificate</b>	Equivalent to 1 A level	GCSE grade 4 in English and Mathematics are required. Where Business Enterprise level 2 is studied, a Merit is required.
<b>Diploma in Sport (BTEC) Level 3</b>	Double BTEC course, equivalent to 2 A levels	GCSE grade 4 in English and Mathematics are required.
<b>Supporting information:</b>		
1. For the sciences, (GCSE Single Award Science (or CIE IGCSE Cambridge Combined Science) is not part of the minimum entry requirement.		
2. In terms of access to A Level courses, (GCSE qualifications are considered equal to ordinary GCSE qualifications. Students taking (GCSE Double Award Science require a grade AA or 7-7 to access any of the three sciences and require a grade BB to access Psychology.		
3. Russell Group facilitating subjects are: Mathematics and Further Mathematics, Physics, Biology, Chemistry, History, Geography, Modern and Classical Languages and English Literature. Students are advised to research this area before selecting A Level courses.		
4. * Consider accompanying these subjects with facilitating subjects when applying to Russell Group Universities.		

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KEY STAGE 4  
SUBJECT OPTIONS

**Head of Department**  
Mr P Berry  
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**Exam Board**  
AQA

**Specification**  
8700

## COURSE DETAILS

### EXAMINATION

The course is now linear and will be examined at the end of Year 11.

**Paper 1:** Explorations in creative reading and writing (1 hr 45mins) 50% of GCSE.

**Section A Reading:** Students answer a series of questions, worth progressively more marks, on an extract from a literary fiction text. (For example Jamaica Inn).

**Section B Writing:** Students produce a piece of creative writing from a choice of two topics. (e.g. Write the opening part of a story about a place that is severely affected by the weather).

**Paper 2:** Writers' viewpoints and perspectives (1 hr 45mins) 50% of GCSE

**Section A Reading:** Students read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.

**Section B Writing:** Students produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that is introduced in Section A.

### NON-EXAMINATION ASSESSMENT

Speaking and Listening: The assessment allows students to demonstrate their speaking and listening skills by giving a presentation (on a topic chosen by their teacher) in a formal context, responding appropriately to questions and asking questions to elicit clarification. Standard English should be used throughout. The assessment will be separately endorsed and will cover A07, A08 and A09.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

**A02:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

**A03:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

**A04:** Evaluate texts critically and support this with appropriate textual references.

**A05:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

**A06:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**A07:** Demonstrate presentation skills in a formal setting.

**A08:** Listen and respond appropriately to spoken language, including to questions and feedback.

**A09:** Use spoken Standard English effectively in speeches and presentations.

## HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
<b>Paper 1:</b> Explorations in creative reading and writing	50%	<b>Section A Reading:</b> 25% (40 marks) One literary fiction text (1x4 marks, 2x8 marks, 1x20 marks). <b>Section B Writing:</b> 25% (40 marks) Descriptive or narrative writing (24 marks for content, 16 marks for technical accuracy).
<b>Paper 2:</b> Writers' viewpoints and perspectives	50%	<b>Section A Reading:</b> 25% (40 marks) One non-fiction and one literary non-fiction text (linked but from different periods) (1x4, 1x8, 1x12, 1x16 marks) <b>Section B Writing:</b> 25% (40 marks) Writing to present a viewpoint (24 marks for content, 16 marks for technical accuracy).
NON-EXAMINATION ASSESSMENT	% OF GCSE	DETAILS
Presentation	0%	The final level/grade for speaking and listening will appear as an endorsement on the students' GCSE certificate. (Distinction, Merit, Pass or Fail).

**Head of Department**  
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**Exam Board**  
AQA

**Specification**  
8702

## COURSE DETAILS

### EXAMINATION

The course is now linear and will be examined at the end of Year 11. The course is “closed book” so students will **not** be allowed copies of set texts in the examination room.

**Paper 1:** Shakespeare and the 19<sup>th</sup> century novel (1 hr 45mins) 40% of GCSE

**Section A Shakespeare:** Students answer one question on the Shakespeare play they have studied: first they respond to an extract from the play and then they develop their answer to cover the whole text (Macbeth).

**Section B 19<sup>th</sup> century novel:** Students answer one question on the text they have studied: first they respond to an extract from the text and then they develop their answer to cover the whole text (Dr Jekyll and Mr Hyde).

**Paper 2:** Modern texts and poetry (2 hrs 15mins) 60% of GCSE

**Section A Modern texts:** Students answer one essay question from a choice of two on modern prose or drama (An Inspector Calls).

**Section B Poetry:** Students answer one comparative question on one named poem and one other poem from the anthology of poetry they have studied on the theme of Power and Conflict.

**Section C Unseen Poetry:** Students answer one question on each of two unseen poems and then answer a comparative question.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Read, understand and respond to texts.

- Maintain a critical style and develop an informed response.
- Use textual references, including quotations, to support and illustrate interpretations.

**A02:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**A03:** Show understanding of the relationships between texts and the contexts in which they were written.

**A04:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## HOW WILL I BE ASSESSED?

EXAMINATION PAPERS	% OF GCSE	DETAILS
<b>Paper 1:</b> Shakespeare and the 19 <sup>th</sup> century novel	40%	<b>64 marks in total</b> <b>Section A Shakespeare:</b> 34 marks (including 4 marks for <b>A04</b> ) <b>Section B 19<sup>th</sup> century novel:</b> 30 marks.
<b>Paper 2:</b> Modern texts and poetry	60%	<b>96 marks in total</b> <b>Section A Modern texts:</b> 34 marks (including 4 marks for <b>A04</b> ). <b>Section B Poetry:</b> (compare/contrast 2 poems) 30 marks. <b>Section C Unseen poetry:</b> Students answer one question on an unseen poem (longer answer) and then answer a comparative question on both unseen poems (shorter answer).

## Head of Department

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## Exam Board

Edexcel

## Specification

1MA1

## COURSE DETAILS

The new GCSE Mathematics Specification is designed for two ability levels: Foundation and Higher.

- Foundation Tier covers grades 1 to 5 and focuses on the key skills.
- Higher Tier prepares students for AS/A Level Mathematics and covers grades 4 to 9. This covers topics to a greater depth and includes more advanced techniques.

## TYPICAL ACTIVITIES

- The aims and objectives of the course are to enable students to:
- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and concepts.

## ASSESSMENT OBJECTIVES AND WEIGHTINGS

**A01:** Use and apply standard techniques (Foundation: 50%, Higher: 40%)

**A02:** Reason, interpret and communicate mathematically (Foundation: 25%, Higher: 30%)

**A03:** Solve problems within Mathematics and in other contexts (Foundation: 25%, Higher: 30%)

## HOW WILL I BE ASSESSED?

100% externally marked examination.

EXAMINATION PAPERS	% OF GCSE	DETAILS
Paper 1	33.33%	<b>Non-Calculator paper:</b> 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.
Paper 2	33.33%	<b>Calculator paper:</b> 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.
Paper 3	33.33%	<b>Calculator paper:</b> 1 hour 30 minutes, 80 marks available. Covering number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.

**Head of Biology**

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**Exam Board**

AQA

**Specification**

8461

**COURSE DETAILS**

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

**TYPICAL ACTIVITIES**

Practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

**ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE**

**A01:** Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A02:** Apply knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A03:** Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

**HOW WILL I BE ASSESSED?**

100% externally marked examination.

EXAMINATION PAPERS	% OF GCSE	DETAILS
Biology 1	50%	1 hour 45 minutes, 100 marks. Questions on topics <b>1 to 4</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Biology 2	50%	1 hour 45 minutes, 100 marks. Questions on topics <b>5 to 7</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.

**Head of Chemistry**

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**Exam Board**

AQA

**Specification**

8462

**COURSE DETAILS**

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

**TYPICAL ACTIVITIES**

Practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

**ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE**

**A01:** Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A02:** Apply knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A03:** Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

**HOW WILL I BE ASSESSED?**

100% externally marked examination.

EXAMINATION PAPERS	% OF GCSE	DETAILS
Chemistry 1	50%	1 hour 45 minutes, 100 marks. Questions on topics <b>1 to 5</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 2	50%	1 hour 45 minutes, 100 marks. Questions on topics <b>6 to 10</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.



## Head of Physics

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## Exam Board

AQA

## Specification

8463

## COURSE DETAILS

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

## TYPICAL ACTIVITIES

Practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A02:** Apply knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A03:** Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

## HOW WILL I BE ASSESSED?

100% externally marked examination

EXAMINATION PAPERS	% OF GCSE	DETAILS
Physics 1	50%	1 hour 45 minutes, 100 marks. Questions on topics <b>1 to 4</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 2	50%	1 hour 45 minutes, 100 marks. Questions on topics <b>5 to 8</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be eight required practicals during the course.

**Head of Department**  
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**Exam Board**  
AQA

**Specification**  
8464

## COURSE DETAILS

1. Cell biology
2. Organisation
3. Bioenergetics
4. Infection and response
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes

## TYPICAL ACTIVITIES

Practical experiments, group and pair work, individual research topics, class discussions and demonstrations.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A02:** Apply knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A03:** Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

## HOW WILL I BE ASSESSED?

100% externally marked examination

EXAMINATION PAPERS	% OF GCSE	DETAILS
Biology 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics <b>1 to 4</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Biology 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics <b>5 to 7</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics <b>8 to 12</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Chemistry 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics <b>13 to 17</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 1	16.7%	1 hour 15 minutes, 70 marks. Questions on topics <b>18 to 21</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Physics 2	16.7%	1 hour 15 minutes, 70 marks. Questions on topics <b>22 to 24</b> . Foundation and Higher tier. Questions: multiple choice, structured, closed short answer and open-response.
Practical		There will be sixteen required practicals during the course.

**Head of Department**  
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**Exam Board**  
AQA

**Specification**  
8658

## COURSE DETAILS

Students will study 3 themes which are an extension of KS3 topics:

**Theme 1:** Identity and Culture (me, family, friends, technology, free time, customs and festivals).

**Theme 2:** Local, National, International and Global Areas of Interest (home and local area, global issues including environment, travel and tourism).

**Theme 3:** Current and Future Study and Employment (school, work experience, further education, jobs).

### TYPICAL ACTIVITIES

- Reading and listening activities to improve vocabulary and test comprehension.
- Speaking with teacher, foreign language assistant and peers.
- Producing different types of writing pieces in the French.
- Translating from and into French.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Understand spoken language (listening)

**A02:** Communicate in speech (speaking)

**A03:** Understand written language (reading)

**A04:** Communicate in writing (writing)

## HOW WILL I BE ASSESSED?

100 % Externally marked examinations at the end of Year 11.

**Students MUST be entered at the same tier for all four papers.**

EXAMINATION PAPERS	% OF GCSE	DETAILS
<b>Paper 1:</b> Listening	25%	Students will listen to a CD with a number of extracts and answer questions to assess their ability to understand spoken French. Section A will require non-verbal or English responses, Section B will require French responses (Higher & Foundation level).
<b>Paper 2:</b> Speaking	25%	A three part oral to be taken in early May of Year 11: Role play card, discussion of photo card and general conversation covering themes 1 to 3 above. Foundation: 7 to 9 minutes (with 10 to 12 mins prep time). Higher: 10 to 12 minutes (with 10 to 12 mins prep).
<b>Paper 3:</b> Reading	25%	Students will read a number of texts and answer questions to assess their ability to understand written French. Section A: Non-verbal or English responses. Section B: French responses. Section C: Translation from French into English (a minimum of 35 words at Foundation and 50 words at Higher) (Higher and Foundation level).
<b>Paper 4:</b> Writing	25%	<p><b>Foundation Tier</b></p> <p><i>Question 1:</i> photo prompt (students produce four simple sentences)  <i>Question 2:</i> message (students produce forty words in response to four bullet points)  <i>Question 3:</i> translation from English into French (min 35 words)  <i>Question 4:</i> structured writing task (students respond to four compulsory bullet points, producing approx 90 words in total) – there is a choice from two questions</p> <p><b>Higher Tier</b></p> <p><i>Question 1:</i> as Q4 above  <i>Question 2:</i> open-ended writing task (students respond to two compulsory bullet points producing approximately 150 words in total) – there is a choice from two questions  <i>Question 3:</i> translation from English into French (minimum 50 words)</p>

**Head of Department**  
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**Exam Board**  
AQA

**Specification**  
8668

## COURSE DETAILS

Students will study 3 themes which are an extension of KS3 topics:

**Theme 1:** Identity and Culture (me, family, friends, technology, free time, customs and festivals).

**Theme 2:** Local, National, International and Global Areas of Interest (home and local area, global issues including environment, travel and tourism).

**Theme 3:** Current and Future Study and Employment (school, work experience, further education, jobs).

## TYPICAL ACTIVITIES

- Reading and listening activities to improve vocabulary and test comprehension.
- Speaking with teacher, foreign language assistant and peers.
- Producing different types of writing pieces in German.
- Translating from and into German

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Understand spoken language (listening)

**A02:** Communicate in speech (speaking)

**A03:** Understand written language (reading)

**A04:** Communicate in writing (writing)

## HOW WILL I BE ASSESSED?

100 % Externally marked examinations at the end of Year 11.

**Students MUST be entered at the same tier for all four papers.**

EXAMINATION PAPERS	% OF GCSE	DETAILS
<b>Paper 1:</b> Listening	25%	Students will listen to a CD with a number of extracts and answer questions to assess their ability to understand spoken German. Section A will require non-verbal or English responses, Section B will require German responses (Higher & Foundation level).
<b>Paper 2:</b> Speaking	25%	A three part oral to be taken in early May of Year 11: Role play card, discussion of photo card and general conversation covering themes 1 to 3 above. Foundation: 7 to 9 minutes (with 10 to 12 mins prep time). Higher: 10 to 12 minutes (with 10 to 12 mins prep).
<b>Paper 3:</b> Reading	25%	Students will read a number of texts and answer questions to assess their ability to understand written German. Section A: Non-verbal or English responses. Section B: German responses. Section C: Translation from German into English (a minimum of 35 words at Foundation and 50 words at Higher) (Higher and Foundation level).
<b>Paper 4:</b> Writing	25%	<p><b>Foundation Tier</b></p> <p><i>Question 1:</i> photo prompt (students produce four simple sentences).  <i>Question 2:</i> message (students produce forty words in response to four bullet points).  <i>Question 3:</i> translation from English into German (min 35 words).  <i>Question 4:</i> structured writing task (students respond to four compulsory bullet points, producing approx 90 words in total) – there is a choice from two questions.</p> <p><b>Higher Tier</b></p> <p><i>Question 1:</i> as Q4 above.  <i>Question 2:</i> open-ended writing task (students respond to two compulsory bullet points producing approximately 150 words in total) – there is a choice from two questions.  <i>Question 3:</i> translation from English into German (minimum 50 words).</p>

**Head of Department**  
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**Exam Board**  
AQA

**Specification**  
8698

## COURSE DETAILS

Students will study 3 themes which are an extension of KS3 topics:

**Theme 1:** Identity and Culture (me, family, friends, technology, free time, customs and festivals).

**Theme 2:** Local, National, International and Global Areas of Interest (home and local area, global issues including environment, travel and tourism).

**Theme 3:** Current and Future Study and Employment (school, work experience, further education, jobs).

## TYPICAL ACTIVITIES

- Reading and listening activities to improve vocabulary and test comprehension.
- Speaking with teacher, foreign language assistant and peers.
- Producing different types of writing pieces in Spanish.
- Translating from and into Spanish.

## ASSESSMENT OBJECTIVES AND WEIGHTINGS

**A01:** Understand spoken language (listening)

**A02:** Communicate in speech (speaking)

**A03:** Understand written language (reading)

**A04:** Communicate in writing (writing)

## HOW WILL I BE ASSESSED?

100 % Externally marked examinations at the end of Year 11.

**Students MUST be entered at the same tier for all four papers.**

EXAMINATION PAPERS	% OF GCSE	DETAILS
<b>Paper 1:</b> Listening	25%	Students will listen to a CD with a number of extracts and answer questions to assess their ability to understand spoken Spanish. Section A will require non-verbal or English responses, Section B will require Spanish responses (Higher & Foundation level).
<b>Paper 2:</b> Speaking	25%	A three part oral to be taken in early May of Year 11: Role play card, discussion of photo card and general conversation covering themes 1 to 3 above. <i>Foundation:</i> 7 to 9 minutes (with 10 to 12 mins prep time). <i>Higher:</i> 10 to 12 minutes (with 10 to 12 mins prep).
<b>Paper 3:</b> Reading	25%	Students will read a number of texts and answer questions to assess their ability to understand written Spanish. <i>Section A:</i> Non-verbal or English responses. <i>Section B:</i> Spanish responses. <i>Section C:</i> Translation from Spanish into English (a minimum of 35 words at Foundation and 50 words at Higher) (Higher and Foundation level).
<b>Paper 4:</b> Writing	25%	<p><b>Foundation Tier</b></p> <p><i>Question 1:</i> photo prompt (students produce four simple sentences).  <i>Question 2:</i> message (students produce forty words in response to four bullet points).  <i>Question 3:</i> translation from English into Spanish (min 35 words).  <i>Question 4:</i> structured writing task (students respond to four compulsory bullet points, producing approx 90 words in total) – there is a choice from two questions.</p> <p><b>Higher Tier</b></p> <p><i>Question 1:</i> as Q4 above.  <i>Question 2:</i> open-ended writing task (students respond to two compulsory bullet points producing approximately 150 words in total) – there is a choice from two questions.  <i>Question 3:</i> translation from English into Spanish (minimum 50 words).</p>

## Head of Department

Miss E Pankhurst  
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## Exam Board

Edexcel

## Specification

1AD0

## COURSE DETAILS

The two year Edexcel GCSE course in Art and Design consists of coursework, now called the personal portfolio, and an externally set assignment (timed examination).

**Component 1:** The personal portfolio will consist of two projects based on a theme. Students will draw from a range of sources, using a wide range of media such as ink, charcoal and pencils. They will have the opportunity to learn new print-making skills, paint on a variety of surfaces and work three-dimensionally. Students are encouraged to work on a much larger scale and will be pushed creatively at every step.

**Component 2:** Students will create a project based on the given theme, selecting their own artists and sources of inspiration. They will then develop a project using a wide range of materials to create development pieces before sitting the final examination. The examination will be 10 hours long, during which the final piece will be created.

## ASSESSMENT OBJECTIVES AND WEIGHTINGS

**A01:** Develop ideas through investigations, demonstrating critical understanding of sources. (25%)

**A02:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (25%)

**A03:** Record ideas, observations and insights relevant to intentions as work progresses. (25%)

**A04:** Present a personal and meaningful response, that realises intentions and demonstrated understanding of visual language. (25%)

*These assessment objectives are equally weighted and form the basis of the course.*

*The externally set assignment or examination theme will be given in January with approximately eight school weeks to prepare for it.*

## HOW WILL I BE ASSESSED?

ASSESSMENT	% OF GCSE	DETAILS
Personal Portfolio	60%	<p>The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. It includes at least 2 work journals and larger pieces of 2 and/or 3 dimensions.</p> <p>A work journal is a sketchbook and time-based record. It is used to record, analyse work, experiment in, and develop ideas in class time and for prep. Everything in it will be assessed along with any other GCSE coursework.</p>
Final Examination	40%	<p>The final examination theme is set by the examining board and is in two parts:</p> <ul style="list-style-type: none"> <li>• <b>Supporting Studies:</b> Eight school weeks allowed for students to develop ideas (20%)</li> <li>• <b>Timed Test:</b> 10 hours allowed to complete the final piece of work based on the supporting studies (20%)</li> </ul>

*The personal portfolio and examination work are exhibited for the final moderation carried out by the external moderator.*

## Head of Department

Mr J Hamilton  
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## Exam Board

OCR

## Specification

J204

## COURSE DETAILS

### Year 10

At the beginning of this course, students are introduced to key concepts and issues concerning the activities of a business. They explore the purpose and role of a business from providing goods and services to meet customer needs, through to the growth of an established business. Students will learn what makes a successful entrepreneur, how to identify and develop a business idea and spot opportunities that might one day make money, through participation in activities such as Dragons' Den. They also look at the role of marketing and human resources.

### Year 11

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

### TYPICAL ACTIVITIES

Case Studies, Mini Projects, Multiple Choice Questions, Decision Making, Essays.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Demonstrate knowledge and understanding of business concepts and issues.

**A02:** Apply knowledge and understanding of business concepts and issues to a variety of contexts.

**A03:** Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.

## HOW WILL I BE ASSESSED?

100% externally marked examination (no coursework or controlled assessment)

EXAMINATION PAPERS	% OF GCSE	DETAILS
<b>Business (01):</b> Business activity, marketing and people	50%	A one hour and 30 minute examination with calculations, multiple-choice, short-answer and extended-response questions.
<b>Business (02):</b> Operations, finance and influences on business	50%	A one hour and 30 minute examination with calculations, multiple-choice, short-answer and extended-response questions.

**Head of Department**

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**Lead Teacher of Enterprise**

Mr J Naidu  
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**Exam Board**

Pearson (Edexcel)

**Specification**

Pearson BTEC Level 1/Level 2  
Tech Award in Enterprise

**COURSE DETAILS**

This exciting qualification is for students who wish to study the knowledge, behaviours and skills related to researching, setting up, running and reviewing a business, but in a more practical and vocational context compared to GCSE.

During this course, students will explore a variety of different types of business organisation, from the large multi-national companies such as Amazon, to the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. Working in small groups, students will then set up their own small enterprise and take responsibility for devising a business idea and putting this into practice. Students will also learn how a business manages its money and people, and how it markets products that people want to buy.

This BTEC course is assessed mainly through coursework and is equivalent to one GCSE. All learners will develop a range of knowledge and skills relevant to the business world that are essential for successful performance in working life.

**TYPICAL ACTIVITIES**

Investigations, case studies, coursework and presentations.

**ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE**

**A01:** Apply business knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks.

**A02:** Develop practical and technical skills, including ICT, literacy and numeracy.

**A03:** Develop generic skills for work e.g. organisation, working in a team, communication and presentation skills.

*\* Students can gain a Pass, Merit or Distinction for each Unit and each separate Unit has specified assessment criteria which must be completed.*

**HOW WILL I BE ASSESSED?**

**40%** Externally marked examination.

**60%** Internally marked coursework (six assignments in total).

YEARS 10/11	WEIGHTING	DETAILS
Exploring Enterprises	30%	Internally assessed by coursework
Planning for and Running an Enterprise	30%	Internally assessed by coursework
Promotion and Finance for Enterprise	40%	External assessment: Supervised controlled assessment task, based on a case study



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**Exam Board**  
OCR

**Specification**  
J277

## COURSE DETAILS

Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in Computer Science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Candidates should demonstrate knowledge and understanding of the key concepts and principles of Computer Science.

**A02:** Candidates will apply knowledge and understanding of key concepts and principles of Computer Science.

**A03:** Candidates will analyse problems in computational terms:

- To make reasoned judgements.
- To design, program, evaluate and refine solutions.

## HOW WILL I BE ASSESSED?

OCR's GCSE (9-1) in Computer Science consists of two compulsory components (examinations) that are externally assessed.

EXAMINATION PAPERS	% OF GCSE	DETAILS
Computer Systems	50%	1 hour 30 minutes, 80 marks The question paper will consist of short and medium answer questions. There will also be one 8 mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.
Computational Thinking, Algorithms and Programming	50%	1 hour 30 minutes, 80 marks Section A is worth 50 marks, and assesses students' knowledge and understanding of concepts of Computer Science. Students then apply these to problems in computational terms, where they may use an algorithmic approach. Section B is worth 30 marks, and assesses students' Practical Programming skills and their ability to design, write, test and refine programs.
Practical Programming Statement	0%	It is a requirement for all centres to complete and submit a Practical Programming Statement for each year in which students are entered for a GCSE (9-1) in Computer Science. This is allows students to put their programming skills into practice and consolidate the knowledge from the Computational Thinking, Algorithms and Programming examination in a project based context.

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## Exam Board

AQA

## Specification

8552

## COURSE DETAILS

GCSE Design and Technology will build on the skills gained at KS3 and prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making, and study core technical and designing and making principles, including a broad range of design processes, materials techniques, and equipment and apply them to real life situations.

As outlined below, the course is divided into a coursework element and theory exam. Students should be advised that the significant NEA (coursework) element of the subject means that students must be self-motivated, independent learners and are expected to put in significant effort outside of lesson time to be successful. The new specification also places a large emphasis on Science and Maths within the course.

## TYPICAL ACTIVITIES

**Theory Lessons:** Studying a range of topics including: New and emerging technologies, systems and devices, materials and their properties, functionality, ecological footprint, designing principles, making principles and our specialist topic area of polymers.

**NEA lessons:** Self-directed study in an area of your choice involving: Conducting primary and secondary research, sketching, designing, making multiple prototypes across material areas such as papers, woods, metals, plastics (with access to laser cutting and 3D printing), responding to client feedback, using CAD, material experimentation and testing.

*The course has excellent transferable links with Science, Maths, Computing and Business and is the recommended third subject for Engineering by the University of Cambridge and Imperial College London.*

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

The examination and non-examination assessment will measure how students have achieved the following assessment objectives.

**A01:** Identify, investigate and outline design possibilities to address needs and wants.

**A02:** Design and make prototypes that are fit for purpose.

**A03:** Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others. Wider issues in Design and Technology.

**A04:** Demonstrate and apply knowledge and understanding of:

- Technical principles
- Designing and making principles.

## HOW WILL I BE ASSESSED?

50% Externally marked examination.

50% Internally marked Controlled Assessment - Written folder of approximately 24 x A3 digital portfolio pages.

WRITTEN EXAMINATION	% OF GCSE	DETAILS
2 hours (100 marks)	50%	<p><b>Section A: Core technical principles (20 marks):</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B: Specialist technical principles (30 marks):</b> Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p><b>Section C: Designing and making principles (50 marks):</b> A mixture of short answer and extended response questions.</p>
NON-EXAMINATION ASSESSMENT (NEA)	% OF GCSE	DETAILS
30–35 hours approx. (100 marks)	50%	<p>Substantial design and make task assessment criteria:</p> <ul style="list-style-type: none"> <li>• Identifying and investigating design possibilities</li> <li>• Producing a design brief and specification</li> <li>• Generating design ideas</li> <li>• Developing design ideas</li> <li>• Realising design ideas</li> <li>• Analysing &amp; evaluating</li> <li>• In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner</li> <li>• Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA</li> <li>• Students will produce a prototype and a portfolio of evidence</li> <li>• Work will be marked by teachers and moderated by AQA</li> </ul>

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**Exam Board**  
WJEC/EDUQAS

**Specification**  
601/8420/6

## COURSE DETAILS

**Examination:** The course is examined at the end of Year 11

### Component 1: Devising Theatre

This component requires students to participate in the creation, development and performance of a piece of devised theatre using *either* the techniques of an influential theatre practitioner *or* a genre, in response to a stimulus.

In the study of this component students will:

- Perform in, or design a piece of devised work.
- Write a creative log exploring the process of developing the performance work, written or audio.
- Write an evaluation of the devised piece.

### Component 2: Performing a Text

Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.

In the study of this component students will:

- Be assessed on *either* acting *or* design.
- Study *two* extracts from the *same* performance text
- Participate in *one* performance using sections of text from *both* extracts.
- Submit to the examiner a brief account of approximately 150 words (i.e. approximately half a side of A4) outlining their artistic intentions for the piece.

### Component 3: Text in Performance

This component is a written exam. Students will study the set text of 'Find Me' from the perspectives of directors, actors and designers. They are also to evaluate the work of a live theatre piece that they have seen during their GCSE year from the perspective of directors, actors and designers.

In the study of this component students will:

- Develop understanding of the texts' original performance conditions
- Explore how the texts could be interpreted from a performance, design and directorial perspective
- Evaluate how directorial, design and acting decisions were used effectively within a piece of live theatre.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Create and develop ideas to communicate meaning for theatrical performance.

**A02:** Apply theatrical skills to realise artistic intentions in live performance.

**A03:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

**A04:** Analyse and Evaluate their own work and the work of others.

## HOW WILL I BE ASSESSED?

30% practical examination

70% written examination

EXAMINATION PAPERS	% OF GCSE	DETAILS
Component 1	40%	<b>Devising Theatre:</b> Students will devise and perform a piece of original theatre in response to a stimulus. They will be assessed in either acting or design/technical skills. Students will also complete a written portfolio exploring the creating process and a written evaluation of the final piece.
Component 2	20%	Students will participate in a performance from a text. Students will be assessed in either acting or design/technical. They will be required to present their skill in front of an audience and a visiting examiner.
Component 3	40%	<b>Written examination:</b> Students are required to sit a 1.5 hour written examination. Students will be required to demonstrate their understanding of a set text. They will explore how the set text might be interpreted in performance from the perspectives of an actor, director and designer. They will also be required to write an evaluation of a piece of live theatre they have seen during the course.

# FOOD PREPARATION AND NUTRITION

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**Exam Board**  
AQA

**Specification**  
8585

## COURSE DETAILS

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. The food industry is one of the largest across the globe – everyone has to eat every single day. Skills can be utilised for many different aspects of the food world, with jobs in marketing, safety, quality management, nutrition and sales.

The course is interleaved between written components and then putting them into practise with a practical recipe, to solidify the knowledge and understanding of the theory.

Year 10 will cover all the theory needed for the course. This includes the five topics listed below. Each week at least one theory lesson will be taught to ensure the knowledge is learnt, then a practical will be planned to demonstrate the theory.

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Students will complete two non-examination assessments in Year 11 which are set by the examination board. The first will allow them to investigate the working characteristics of ingredients and the second will prepare them to plan, prepare and cook a menu of 3 dishes. Both NEAs are submitted with a written document.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

**A02:** Apply knowledge and understanding of nutrition, food, cooking and preparation.

**A03:** Plan, prepare and present dishes, combining appropriate techniques.

## HOW WILL I BE ASSESSED?

50% externally marked examination

50% internally marked non-examination assessment:

- **Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.
- **Task 2:** Written or electronic portfolio not exceeding 15 A4 pages, including photographic evidence. Photographic evidence of the three final dishes must be included.

EXAMINATION PAPERS	% OF GCSE	DETAILS
Examination Paper 1	50%	Students will sit a 1 hour 45 minutes examination worth 100 marks. To cover the five food preparation skills; Food, Nutrition and Health, Food Science, Food Safety, Food Choice and Food Provenance. Multiple choice questions (20 marks) Five questions each with a number of sub questions (80 marks)
NON-EXAMINATION ASSESSMENT (NEA)	% OF GCSE	DETAILS
NEA 1	15%	<b>NEA 1: Scientific investigation</b> This enables students to investigate ingredients linked to a recipe. This assessment involves researching the scientific characteristics of ingredients, then planning and carrying out at least 2 investigations (experiments). A 2,000 word written document is to be handed in.
NEA 2	35%	<b>NEA 2: Food preparation assessment</b> Students research, plan and cook three dishes which will be high skilled and meet the brief set by AQA. This involves writing a 20 page document and a three hour practical cooking examination.

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8035

## COURSE DETAILS

### Unit 1: Living with the physical environment

A study of physical processes, systems and human interaction with them in a variety of places and at a range of scales;

- The challenge of natural hazards – Tectonic forces, meteorological hazards and climate change.
- Physical landscapes in the UK – Coastal and glacial landscapes in the UK (includes fieldwork)
- The living world – Ecosystems including a focus upon tropical rainforests and desert environments.

### Unit 2: Challenges in the human environment

A study of the factors that produce a diverse variety of human environments and the need for sustainable management;

- Urban issues and challenges – the challenges and opportunities of urban growth in a LIC country and the UK (includes fieldwork).
- The changing economic world – a broad study of economic geography in a LIC and the UK.
- The challenge of resource management – A study of UK food, water and energy issues and then Energy issues across the globe.

### Unit 3: Geographical applications

*Section A: Issue evaluation:* This section contributes a critical thinking and problem-solving skills. A resource booklet is provided so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

*Section B: Fieldwork:* Fieldwork is an essential aspect of Geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world.

- *Physical study:* Coastal Geography at Christchurch;
- *Human study:* Urban Geography in Reading
- We also run an optional trip to Swanage and the Jurassic Coast in the summer term of Year 10, which develops fieldwork skills and puts students to hard work!

*Geographical skills:* In addition, students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills across the two years.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

**A02:** Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

**A03:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

**A04:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

## HOW WILL I BE ASSESSED?

100% externally marked examination

EXAMINATION PAPERS	% OF GCSE	DETAILS
Unit 1: Living with the physical environment	35%	<i>Written examination:</i> 1 hour 30 minutes 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
Unit 2: Challenges in the human environment	35%	<i>Written examination:</i> 1 hour 30 minutes 88 marks (including 3 marks for SPaG)
Unit 3: Geographical applications	30%	<i>Written exam:</i> 1 hour 15 minutes 76 marks (including 6 marks for SPaG)

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8145

## COURSE DETAILS

### Paper 1: Understanding the modern world

*Section A: Period Studies*  
1C Russia 1894 to 1945

*Section B: Wider world depth studies*  
Conflict and tension between East and West, 1945 to 1972

### Paper 2: Shaping the nation

*Section A: Thematic studies*  
2C Britain: Migration, empires and the people: c790 to the present day

*Section B: Elizabethan England 1568 to 1603*

### TYPICAL ACTIVITIES

- Provide a clear overview of the time periods and an understanding of chronology.
- Analyse historical evidence to draw conclusions about the past.
- Variety of tasks to develop students of all learning styles.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Demonstrate knowledge and understanding of the key features and characteristics of the period studied.

**A02:** Explain and analyse historical events and periods studied using second-order historical concepts.

**A03:** Analyse, evaluate and use sources (contemporary to period) to make substantiated judgements, in the context of historical events studied.

**A04:** Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations differ) in the context of historical events studied. may

## HOW WILL I BE ASSESSED?

This qualification is linear and is examined after two years of study. **There is no coursework.**

EXAMINATION PAPERS	% OF GCSE	DETAILS
Unit 1	50%	<i>Written examination: 2 hours</i> 84 marks (including 4 marks for spelling, punctuation and grammar. 50% GCSE
Unit 2	50%	<i>Written examination: 2 hours</i> 84 marks (including 4 marks for spelling, punctuation and grammar. 50% GCSE

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**Exam Board**  
AQA

**Specification**  
8673

## COURSE DETAILS

Students will study 3 themes which are an extension of KS3 topics:

**Theme 1:** Identity and Culture (me, family, friends, technology, free time, customs and festivals).

**Theme 2:** Local, National, International and Global Areas of Interest (home and local area, global issues including environment, travel and tourism).

**Theme 3:** Current and Future Study and Employment (school, work experience, further education, jobs).

### TYPICAL ACTIVITIES

- Reading and listening activities to improve vocabulary and test comprehension.
- Speaking with teacher and peers.
- Producing different types of writing pieces in Mandarin.
- Translating from and into Mandarin.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Understand spoken language (listening)

**A02:** Communicate in speech (speaking)

**A03:** Understand written language (reading)

**A04:** Communicate in writing (writing)

## HOW WILL I BE ASSESSED?

100 % Externally marked examinations at the end of Year 11.

**Students MUST be entered at the same tier for all four papers.**

EXAMINATION PAPERS	% OF GCSE	DETAILS
<b>Paper 1:</b> Listening	25%	Students will listen to a CD with a number of extracts and answer questions to assess their ability to understand spoken Mandarin. Questions in English, to be answered in English or non-verbally (Higher Tier 45mins, Foundation Tier 35mins).
<b>Paper 2:</b> Speaking	25%	A three part oral to be taken in early May of Year 11: Role play card, discussion of photo card and general conversation covering themes 1 to 3 above. <i>Foundation:</i> 7 to 9 minutes (with 10 to 12 mins prep time). <i>Higher:</i> 10 to 12 minutes (with 10 to 12 mins prep).
<b>Paper 3:</b> Reading	25%	Students will read a number of texts and answer questions to assess their ability to understand written Mandarin. <i>Section A:</i> Non-verbal or English responses. <i>Section B:</i> Translation from Mandarin into English (a minimum of 35 characters at Foundation and 50 wcharacters at Higher) (Higher Tier 1hr and Foundation Tier 45mins).
<b>Paper 4:</b> Writing	25%	<p><b>Foundation Tier</b></p> <p><i>Question 1:</i> photo prompt (students produce four simple sentences).  <i>Question 2:</i> message (students produce 30 characters in response to four bullet points).  <i>Question 3:</i> translation from English into Mandarin (min 25 words).  <i>Question 4:</i> structured writing task (students respond to four compulsory bullet points, producing approx 75 characters in total) – there is a choice from two questions.</p> <p><b>Higher Tier</b></p> <p><i>Question 1:</i> as Q4 above.  <i>Question 2:</i> open-ended writing task (students respond to two compulsory bullet points producing approximately 125 characters in total) – there is a choice from two questions.  <i>Question 3:</i> translation from English into Mandarin (minimum 40 words).</p>

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**Exam Board**  
AQA

**Specification**  
8271

## COURSE DETAILS

The GCSE Music course is designed to actively engage students in the process of music making; to allow students to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Students will develop their own musical interests and skills and will enjoy performing individually and in groups. They will learn to understand and appreciate a range of different kinds of music. **It is strongly advised that students taking GCSE Music have individual instrumental or vocal lessons** and there is an expectation that they will be heavily involved in Music throughout the School, as it is only through wide exposure to music in different styles that they will achieve the highest marks.

## TYPICAL ACTIVITIES

- Performing individually and in groups on a variety of projects.
- Listening analytically to music.
- Individual composition in a range of styles.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Performing Skills: Performing with technical control, expression and interpretation.

**A02:** Composing skills: Creating and developing musical ideas with technical control and coherence.

**A03:** Listening and appraising skills: Analysing and evaluating music using musical terminology.

## HOW WILL I BE ASSESSED?

40% Externally marked examination

60% Internally marked Controlled Assessment (3 Controlled Assessment tasks in total)

EXAMINATION PAPERS	% OF GCSE	DETAILS
Examination Paper 1	40%	<i>Unit 1:</i> Listening to, understanding and appraising Music
COURSEWORK	% OF GCSE	DETAILS
Unit 2	30%	Composing Music
Unit 3	30%	Performing Music



## Head of Department

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## Exam Board

Edexcel

## Specification

1PYO

## COURSE DETAILS

The two year Edexcel GCSE course in Photography consists of coursework, now called the personal portfolio, and an externally set assignment (timed examination).

**Component 1:** The personal portfolio will consist of 2 projects based on themes. Students will learn how to use a camera manually and understand the technical parts of a camera. Photoshop is a key part of the course, editing photos in creative ways. Students will study a range of photographers working in a range of genres to build their skill base, and experiment with ways to manually manipulate photos, such as weaving, stitching, tearing etc. Students will produce final outcomes which will be displayed at the final exhibition of the course.

**Component 2:** Students will create a project based on a given theme, selecting own artists and sources of inspiration. You will then develop a project using a wide range of techniques and materials to create development pieces before sitting the final examination. Your examination will be 10 hours long, where you will create your final piece.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**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 demonstrated understanding of visual language.

*These Assessment Objectives are equally weighted (25% each), and form the basis of the course.*

*The externally set assignment or examination theme will be given in January with approximately eight school weeks to prepare for it.*

## HOW WILL I BE ASSESSED?

ASSESSMENT	% OF GCSE	DETAILS
Personal Portfolio	60%	<p>The personal portfolio is based on a theme. It must consist of a body of research, supporting studies and developmental work leading up to one or more outcomes or to a variety of resolutions. It includes at least two work journals and larger pieces using either film, video, digital imaging or light sensitive materials.</p> <p>A work journal is a time-based record, with images and annotation. It is used to record, analyse work, experiment in, and develop ideas in class time and for prep. Everything in it will be assessed along with any other GCSE coursework.</p>
Final Examination	40%	<p>The final examination theme is set by the examining board and is in two parts:</p> <ul style="list-style-type: none"> <li>• <b>Supporting Studies:</b> Eight school weeks allowed for studies to develop ideas (20%)</li> <li>• <b>Timed Test:</b> 10 hours allowed to complete the final piece of work based on the supporting studies (20%)</li> </ul>

*The personal portfolio and examination work are exhibited for the final moderation carried out by the external moderator.*

# PHYSICAL EDUCATION (GCSE)

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**Exam Board**  
OCR

**Specification**  
J587

## COURSE DETAILS

The GCSE course consists of three components.

### Component 1: Physical factors affecting performance

- Applied anatomy and physiology
- Physical training
- Risk Assessment

### Component 2: Socio-cultural issues and sports psychology

- Socio-cultural issues
- Sports psychology
- Health, fitness and well-being

### Component 3: Performance in Physical Education

- Guide to non-examination assessment (NEA)
- *Practical: need to choose 3 practical activities*  
1x Team 1x Individual and 1x Team OR Individual (List specified by OCR)
- Written assessment on components of the two year course.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

**A02:** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

**A03:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

**A04:** Demonstrate and apply relevant skills and techniques in physical activity and sport.

## HOW WILL I BE ASSESSED?

60% Externally marked examination (2x1 hour examinations)

40% Internally marked Controlled Assessment (3 activities and 1 written task)

EXAMINATION PAPERS	% OF GCSE	DETAILS
<b>Paper 1:</b> Physical Factors Affecting Performance	30%	This Unit will be assessed through a written examination which contains two sections Section A is multiple choice and shorter marked questions Section B is short answer and extended response questions
<b>Paper 2:</b> Socio-Cultural Issues and Sport Psychology	30%	This Unit will be assessed through a written examination which contains two sections Section A is multiple choice and smaller marked questions Section B is short answer and extended response questions
CONTROLLED ASSESSMENTS	% OF GCSE	DETAILS
Practical and Controlled Assessments	40%	Learners are required to demonstrate their ability to analyse and evaluate their own performance in order to: <ul style="list-style-type: none"> <li>• analyse aspects of personal performance in a practical activity</li> <li>• evaluate the strengths and weaknesses of the performance</li> <li>• produce an action plan which aims to improve the quality and effectiveness of the performance.</li> </ul> Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

# RELIGIOUS EDUCATION: FULL COURSE

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**Exam Board**  
AQA

**Specification**  
8062

## COURSE DETAILS

Pupils study for the AQA Religious Studies A syllabus:

### The beliefs, teachings and practices of:

- Christianity
- Islam

### Four religious, philosophical and ethical studies from:

- *Theme A:* Relationships and families
- *Theme B:* Religion and life
- *Theme C:* The existence of God and revelation
- *Theme D:* Religion, peace and conflict
- *Theme E:* Religion, crime and punishment
- *Theme F:* Religion, human rights and social justice

### TYPICAL ACTIVITIES

- Exploring the beliefs and practices of Christianity as the main religious tradition in Great Britain. Students will consider the impact of Christianity on contemporary life, as well as British history.
- Exploring the beliefs and teachings of Islam, to compare and contrast with Christianity. Also, to consider the lives and experiences of Muslims within British society.
- Discussion and debate of ethical and philosophical issues. For example, should animals be tested on? Should the legal limit for abortion be lowered? Is it ever right to go to war? Should there be the death penalty? Considering the 'Big Questions' like 'Does God exist? Is there life after death? Why is there suffering and evil?
- Interpreting religious teachings and applying them to modern day scenarios. For example, how does a belief in the sanctity of life influence decisions about abortion, fertility treatments or euthanasia?
- Formulating and expressing opinions. Exploring our own views, and those of others, to engage in the issues and questions that religion raises. To be able to vocalise and write down those views, from a religious and non-religious perspective.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS KNOWLEDGE

**A01:** Demonstrate knowledge and understanding of religion and beliefs

**A02:** Analyse and evaluate aspects of religion and belief, including their significance and influence

## HOW WILL I BE ASSESSED?

100% examination

EXAMINATION PAPERS	% OF GCSE	DETAILS
Study of religions	50%	<i>Written examination:</i> 1 hour 45 minutes <ul style="list-style-type: none"><li>• Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.</li><li>• Each religion is marked out of 48 + 3 marks for SPaG.</li></ul>
Thematic studies	50%	<i>Written examination:</i> 1 hour 45 minutes <ul style="list-style-type: none"><li>• Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.</li><li>• Each theme is marked out of 24.</li></ul>
Controlled Assessments	% of GCSE	There are no Controlled Assessments for RE GCSE.

# TRAVEL AND TOURISM (BTEC)

## Head of Department

Mr A Grace  
agrace@gordons.school

## Exam Board

Pearson

## Specification

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

## COURSE DETAILS

Students will study the aims, products and services of different travel and tourism organisations, including accommodation and transport providers, and their use of consumer technologies. Furthermore the course content explores the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism.

This course will inspire students to consider working in the dynamic travel and tourism sector. Not only personally rewarding, with a chance to travel the world, but this career could be financially rewarding too. Tourism is one of the fastest growing sectors in the UK in employment terms, employing nearly 3 million people.

All learners will develop a range of knowledge and skills relevant to the travel industry and that are essential for successful performance in working life.

This BTEC course is equivalent to one GCSE.

## TYPICAL ACTIVITIES

Map work, mini brochures, multimedia presentations, role play scenarios, holiday itineraries and investigations.

## ASSESSMENT OBJECTIVES: REQUIRED SKILLS AND KNOWLEDGE

**A01:** Apply knowledge and understanding of the travel and tourism sector in real world contexts, with reference to relevant concepts and processes.

**A02:** Develop practical and technical skills, including ICT, literacy and numeracy.

**A03:** Develop generic skills for work e.g. organisation, working in a team, communication and presentation skills.

*You can gain a Pass, Merit or Distinction for each Component.*

## HOW WILL I BE ASSESSED?

60% Internal assessment

40% External assessment

YEAR 10	WEIGHTING	DETAILS
Component 1	30%	<b>Travel and Tourism Organisations and Destinations</b> Internally assessed assignment set by Pearson but completed in the centre.
YEAR 11	WEIGHTING	DETAILS
Component 2	30%	<b>Customer Needs in Travel and Tourism</b> Internally assessed assignment set by Pearson but completed in the centre.
Component 3	40%	<b>Influences on Global Travel and Tourism</b> External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.



KEY STAGE 4  
ACADEMIC GUIDE

## MINIMUM REQUIRED

All students will have the following in their books for reference:

- Curriculum Map
- Gordon’s ‘at a glance’ spelling, punctuation and grammar guide
- Marking codes to identify spelling, punctuation and grammar errors

GCSE students will also receive:

- Examination specifications.
- Content and date of important assessment points.

## EQUIPMENT

Students should also ensure they carry the correct stationary to all lessons, including:

- Tablet device
- Ballpoint/ink Pen
- Purple Pen
- Pencil
- Ruler
- Eraser
- Highlighters
- Coloured pen
- Pencil sharpener
- Coloured pencils
- Gluestick
- Scientific calculator
- Protractor

## A GRADE HIGHER: TARGET SETTING, TRACKING AND INTERVENTION

At Gordon’s all students aim high and do well but we want them to do even better. Monitoring and intervention within subjects is first and foremost the responsibility of the subject teacher.

Target grades: Targets for KS4 students are set at the top 10% nationally, meaning that progress and achievement for those obtaining this standard is outstanding and ‘a grade higher’ than achieved in most schools.

TARGETS	GCSE
Students	90 <sup>th</sup> SE (top 10% nationally, based on prior attainment in a socio-economic context)

Target grades are given out at the beginning of the Autumn Term for students to make a note of.

Students have until October half-term to request a change to their Target Grades. Requests must go via the Deputy Head Curriculum and, downgrades especially, will only be granted in exceptional circumstances.

# ASSESSMENT, RECORDING AND REPORTING (ARR)

## ASSESSMENT

Students will be assessed according to the demands of each subject. At the start of each year students will generally be given guidance and an outline of the assessment schedule for each subject. Some subjects may also do regular spelling, vocab or knowledge tests.

## DEEP MARKING MOMENTS

In accordance with individual Department Marking Policies, there will be regular deep marking moments, called Key Assessments, which will consist of substantial exam-style assessments at Key Stages 4.

## INTERIM MARKING MOMENTS

Interim marking moments are teacher assessed, formative assessments which occur between the deep marking moments, to provide students with additional next steps advice.


## KEY ASSESSMENTS

These are formal assessment events which provide students with:

- A GCSE Grade
- Feedback on their performance in the assessment
- Next steps advice to take forward into future lessons and the next assessment

## KEY ASSESSMENT GUIDANCE

- A Key Assessment mark is not necessarily a student's Working Grade
- Next steps advice should be useful and practical i.e. refer to specific improvements required.

Annotation in book/file: 

## RECORDING

### EFFORT GRADES WITHIN MARKING

Staff may also offer an effort grade ranging from 1 – 5 that accompanies these interim and deep marking moments. These numbers are attributed as follows:

- 1 = Outstanding
- 2 = Very good
- 3 = Good, but occasionally inconsistent
- 4 = Cause for concern
- 5 = Unacceptable

## CLOSING THE FEEDBACK LOOP

### *Responding to Next Steps Advice*



*In accordance with individual Department Marking Policies, each department will ensure their interim and deep marking moments will offer some relevant and specific 'Next Step Advice'. Students will need to respond to these by writing their improvements in purple pen. All staff and students will be provided with these pens. The teacher will need to then acknowledge that the improvement has been made by the student and acknowledge this by either stamping, initialing or writing 'feedback loop' closed. Therefore, each assessment is marked and reviewed. Failure to respond to the next steps advice will result in a detention as it is failure to complete a set prep or classwork task.*

## SPECIAL NOTE ON LITERACY

Marking to improve literacy is a whole-school initiative and an expectation of all staff. The minimum expectation is not that teachers mark all work for SPaG (Spelling, Punctuation and Grammar), but that significant pieces of extended writing, including Tri-Weeklies and Key Assessments, will be marked for 'literacy'. When marking for SPaG the codes below should always be used to ensure consistency.

FOCUS	SYMBOL	EXPLANATION
Spelling	----- SP	Incorrect spelling is underlined straight, with SP next to it to prompt.
Punctuation	○ P	Missing or incorrect punctuation is circled, with P next to it to prompt.
Expression	~~~~~ ?	Expression is unclear and needs rephrasing, marked with a squiggly line and a question mark.
Paragraphing	//	Two forward slashes placed where a new paragraph is needed.

- SPaG marking will occur, as a minimum, in pieces of extended writing such as Tri-weekly and Key Assessments.
- Typically, teachers will correct no more than 3 mistakes of the same type in a piece of work.
- Students are to correct SPaG errors, particularly spelling mistakes, in the back of their books/ folders.
- Word level mistakes are generally identified by applying the code above the mistake.
- Sentence and paragraph level mistakes are generally marked at the point within the sentence where the error has occurred.

## REPORTING

Reporting is termly at Key Stages 4. The philosophy of report writing at Gordon's is based on two fundamental beliefs. First, that students and parents are best served by a 'little and often' approach so that concerns can be raised in a timely fashion and second that the most effective way of supporting students and parents is through oral dialogue, not lengthy reports. Reporting is, therefore, largely grade based at Key Stage 4 apart from international full reports which are grade based and include narrative feedback.

Reports are electronically sent home with the exception of the narrative end of year reports which are posted.

## REPORTING SCHEDULE

TYPE OF REPORT	FREQUENCY	CONTENT
Progress Report	Termly	Grade based information: <ul style="list-style-type: none"> <li>• Effort Grade</li> <li>• Target Grade</li> <li>• Working Grade</li> </ul>
Year 10 and 11 NSA Report	Once per Year	Grade based information as above <ul style="list-style-type: none"> <li>• Subject Next Steps Advice</li> <li>• Head of House narrative</li> <li>• Tutor narrative</li> </ul>

In all reports the accompanying letter from the Deputy Head Curriculum encourages parents to make contact with either the appropriate Head of Department or Head of House should there be any concerns either in individual subjects or across the Curriculum. This message is reiterated at Parents' Information Evenings at the beginning of the year.



## DEFINITIONS OF VARIOUS GRADES THAT ARE AWARDED TO STUDENTS

**Effort grade:** The grade reflects how hard a student is working. It is not a reflection of academic ability or performance. Teachers have discretion on awarding effort grades but clearly should not penalise students who are less able in a subject.

**Target grade:** A statistically generated GCSE grade that is personal to each student and subject. It is designed to be both achievable and challenging.

**Working grade:** The GCSE based grade that a student is currently working at. The grade will be based on student performance over time and be separate from effort. Key Assessments will help inform the grade but will not be the sole basis of the grade.

## REPORTING GOOD EFFORT GRADES

EFFORT GRADE	GRADE DESCRIPTORS
1	Outstanding
2	Very Good
3	Good but occasionally inconsistent
4	Cause for Concern
5	Unacceptable

## REPORTING CHARACTER STRENGTHS

Teachers may make use of the following character strengths when considering how to allocate effort grades to students:

CHARACTER	BEHAVIOUR	GOOD PERFORMANCE STANDARD
Courtesy	Focus	Concentrating in lessons and remaining on task; following the 5Bs (brain, book, browse, buddy, boss).
Integrity	Prep	Handing in well-presented homework on time and preparing for the next lesson.
Diligence	Attention to detail	Being punctual, bringing the correct equipment and taking pride in work e.g. correctly referenced evidence, clear titles and sub-headings, accurate facts and dates.
Enthusiasm	Participation	Willingness to extend knowledge through active learning and to become involved in discussions / tasks.
Resilience	Response to feedback	Showing the determination to respond positively to feedback and then acting upon it.

## REPORTING, COMMUNICATION, NUMERACY AND THINKING SKILLS

At Key Stage 4, if the subject teacher feels that there is a cause for concern and they feel it is appropriate they may highlight one or more communication, numeracy or thinking skills to guide parents and form the basis of future discussion.

Communication	Includes written and oral communication. To spell and punctuate successfully, using good sentence structure and well-developed vocab. The ability to articulate clearly and appropriately.
Numeracy and Problem Solving	The ability to use and understand statistics and basic maths clearly and appropriately.
Remember	Recalling information e.g. Identify the main characters in 'Macbeth'.
Understand	Explaining ideas or concepts e.g. Why does Lady Macbeth respond in that way?
Apply	Using information in another familiar situation e.g. Predict how Lady Macbeth will react when...?
Analyse	Breaking information into parts to explore understandings and relationships e.g. How does Shakespeare present Lady Macbeth at this point...?
Evaluate	Justifying a decision e.g. How far do you agree with the view that Lady Macbeth is the true villain of the play?
Create	Creating a new product or point of view e.g. Compare Shakespeare's presentation of women in 'Macbeth' and one other play.

## ATTENDANCE

All students will register their arrival at school in the morning using a biometric reader. Tutors will take a mark book-register in tutor time and before Chapel/assembly at 8.20am.

Teachers will use Lesson Monitor in SIMS to record all students in all lessons. Students arriving more than a minute after the start of lessons 1, 3 & 5 will be marked late (L), unless they offer a valid reason.

- Students are expected to attend all registration sessions and all lessons on time.
- If a student arrives after 8.20am, they must still sign in but it will be recorded as 'Late'.
- If a student is unwell, their parents must contact the school regarding absence from all or part of the day.
- The parents of any student missing a registration session will be contacted by the Attendance Officer if notice has not been received within an hour of the registration session closing.
- If a student arrives after a registration session, they must sign in at the School Office.
- If a student leaves the school premises at any time during the school day, they must sign out from the School Office and sign back in again when they return.
- Any student who misses any lesson outside the registration sessions must report to the School Office to explain their absence. Unauthorised Absences will be recorded and followed up by Heads of Houses and Tutors, and will be referred to the Deputy Head (Pastoral).

## CAREERS AND WORK-RELATED LEARNING

Gordon's School is committed to ensuring that all our students receive effective, independent and impartial careers guidance.

Gordon's students will take part in a holistic education whereby they will have access to excellent academic opportunities and at the same time be fully prepared for work and life.

The aim of Careers and work-related learning at Gordon's is to guide students towards a career which is going to inspire them and equip them with the skills, qualifications and experience they need to achieve those aspirations. We want students to be ready for the world of work – whatever form that might take.

Students have access to Independent Careers Advice, interviews and group sessions where they can speak with a careers professional in order to help them make positive choices for the future. Part of this guidance may involve completing psychometric tests so that students can better understand themselves and where their strengths might lie, as well as giving more advice on non-university options such as apprenticeships and vocational courses.

## CLASSROOM PROTOCOLS FOR STUDENTS

- Students must enter the building and classroom in an orderly manner
- No scarves, gloves or hats
- Top buttons fastened and shirts tucked in
- Diaries on desks (Y7 to 11)
- Students must not be released early to reach the next lesson
- Orderly dismissal – silence, chairs under, blazers on
- Students must not call out answers without elicitation and talk must be relevant to the task

**EFFORT**  
GOOD PERFORMANCE STANDARD

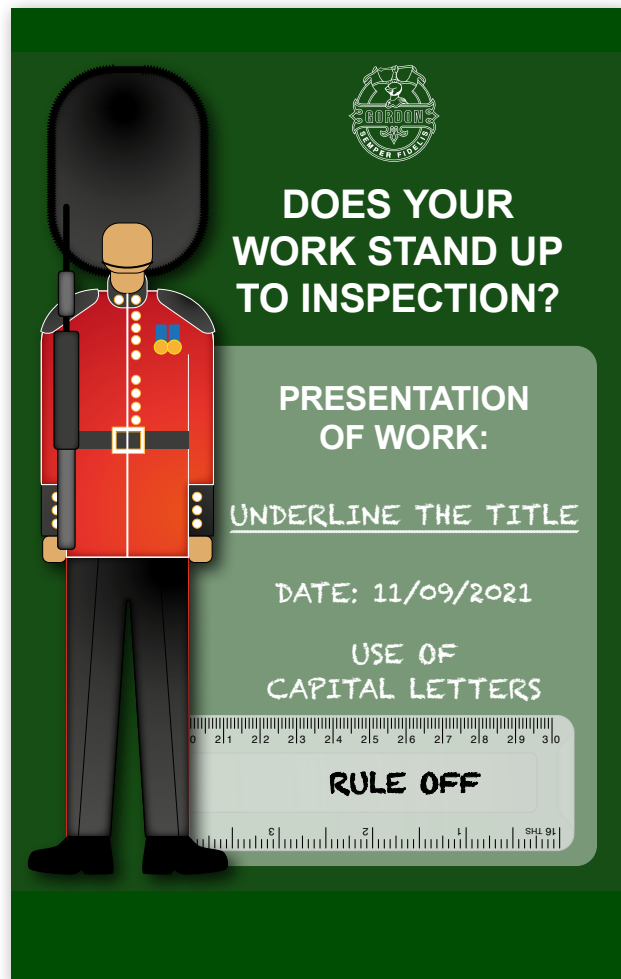
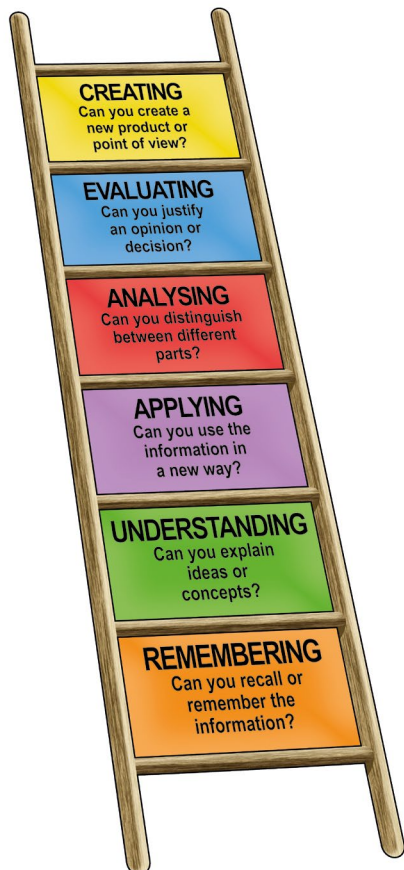
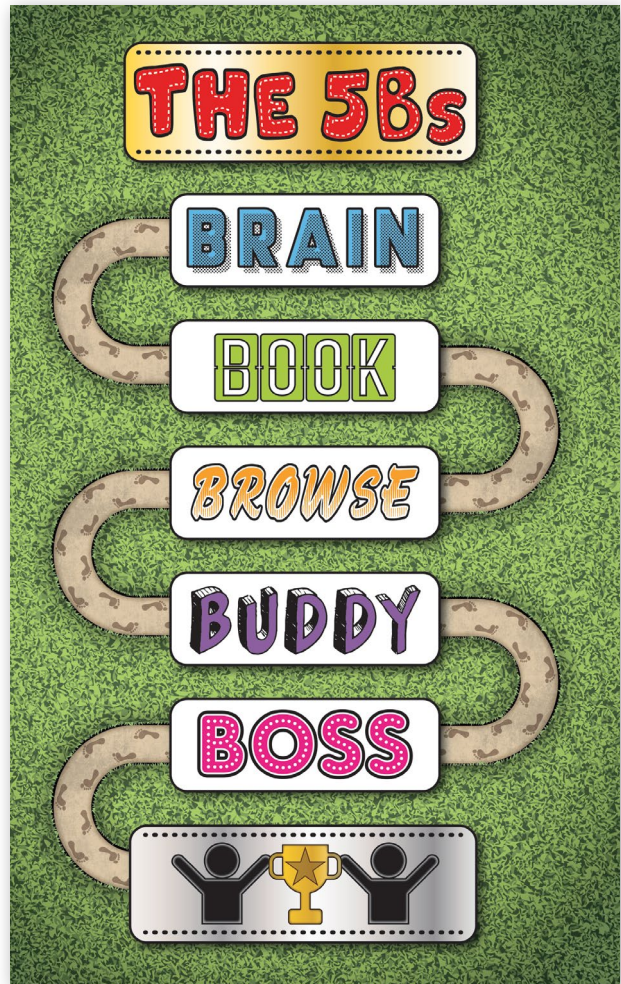
**FOCUS**  
Concentrating in lessons and remaining on task, following the 5Bs (Brain, Book, Browse, Buddy, Boss).

**PREP**  
Handing in well-presented homework on time and preparing for the next lesson.

**ATTENTION TO DETAIL**  
Being punctual, bringing the correct equipment and taking pride in work e.g. neat presentation (underlined titles, sub-headings, dates), accurate facts, evidence referenced.

**PARTICIPATION**  
Willingness to extend knowledge through active learning and to become involved in discussions/tasks.

**RESPONSE TO FEEDBACK**  
Showing the determination to respond positively to feedback and acting upon it.



## CLINICS

Throughout the year Departments will deliver academic clinics to students at lunchtime or after school. Some clinics are compulsory while others are optional.

## HONOURS PROGRAMME

The Gordon's Honours Programme seeks to promote and capture good character and moral virtues, rewarding service and personal leadership through the voluntary involvement of students in going the extra mile, giving more than is expected in a diverse range of activities in and outside the school.

Full details can be found on the school website.

## INDEPENDENT LEARNING

### PREP

Core subjects will set prep twice a week at KS4; all other subjects will set prep once a week. At Key Stage 4, staff will aim to set work that will require students to spend roughly 45 minutes on each piece of prep.

Prep will be set using Firefly, with students given a week to complete each piece of work – organisation is, therefore, vital to ensure prep is not left until the last moment. Students should also ensure they take note of due dates as these may not always fall on days when they have the relevant subject.

Failure to complete prep and/or the regular production of work not compatible with a student's ability is likely to result in a sanction.

**Continued non-compliance is likely to result in a referral to the Deputy Head Curriculum.**

### STUDY SKILLS

At the start of each academic year, all students in KS4 will participate in a Study Skills programme delivered by The Life Skills Company. This is 'topped-up' just before Easter for students in Year 11 about to embark on their final preparation for GCSE examinations. Information about these sessions and the ongoing Study Skills programme at Gordon's is available on the School website.

A substantial programme of Easter Revision sessions will also be offered to Year 11 students each year. These sessions will be supported through booklets containing general revision advice and work set by subjects that will also be put on the School website. During the academic year, subject clinics will run during the school week.

### WIDER READING

Reading has been proved to be one of the biggest, if not the biggest, factors influencing academic success. Subjects will do all they can to encourage students to read around their subject and foster their curiosity and thirst to continually learn. In support of this, the Library has a subject specific wider reading section; subject teachers will encourage these books to be read, refer to them whenever possible and ask the Librarian to order new books annually.

In the evenings, students who have finished their prep are strongly recommended to read until 7.30pm.

## REMOTE ACCESS AND BYOD

The School network can be accessed from home through the School website. Students can also use their personal electronic device on the School's Wi-Fi. Please see the IT Acceptable Use Policy.

## REWARDS AND SANCTIONS

Behaviour	Reward	Behaviour	Sanction
Outstanding contribution to school life	5 Colours, Honours, Annual Prizes	Refusal, repeated disruption or high-level offence	5 Immediate referral to the School Office
Effort grade average in top 25% / Full Pages	4 Certificate/letter home (Head)	Continued disruption	4 School Detention
Excellent contribution and effort	3 Postcard sent home (HoD/HoH)	Repeated or increased disruption	3 Remove from room for 5 minutes
Good contribution and effort	2 Good Comment or Stamp in Diary	Repeated disruption	2 Bad comment in diary
Helpful, attentive and polite	1 Verbal Praise	Talking/low-level disruption	1 Verbal reprimand
Level		Level	

## ACADEMIC ENRICHMENT PROGRAMME

### BY INVITATION/APPLICATION

The Academic Enrichment Programme is part of the more widely available whole school approach to academic excellence and involves a commitment from certain students to participate in a range of opportunities designed to broaden their thinking and understanding of the wider world. Students who demonstrate the necessary commitment, academic ability and intellectual curiosity may receive offers to join the Academic Enrichment Programme or may seek to join through their own initiative.

Students on the Academic Enrichment Programme will complete a series of tasks and attend a range of events which will enhance their academic experience and fine tune their wider critical thinking skills. As part of their scholarship journey, students should draw on the extensive Academic Enrichment Programme, including the numerous Academic Pursuits available within the wider co-curricular programme. This could include attending Evening Lectures or Insight Talks, Chemistry Olympiad, participating in Debating or MUN (Model United Nations), reading extensively around a subject or competing in national competitions for example.

# STUDY LEAVE FOR EXAMINATIONS

## THE SCHOOL HAS A POLICY OF 'NO STUDY LEAVE'.

### Before May half term:

- All Y11 students continue to attend all timetabled lessons in their timetabled classrooms, unless they are in an examination.
- The only exception to this is that students may study at home or in Residential Houses during the morning if they have an examination in the afternoon.
- Requests from parents for study leave will not be sanctioned and any absences will be recorded as 'Unauthorised'.
- If all examinations in a given subject have been taken, students may use the lesson time to revise silently for any remaining examinations.

### After May half term:

- All Y11 students continue to attend lessons in those subjects in which they are still to sit an examination.
- Day Boarders may request in writing to the Head to stay at home to study, but must attend all lessons in subjects still to be examined. Absence will be recorded as 'Authorised' if permission is given.
- Residential Boarders may stay in Houses to study but must attend all lessons in subjects still to be examined.
- A classroom will be available for Day or Residential Boarders who wish to study 'in School'.
- Students who have completed all their examinations will not be required to attend school, unless required for activities and sports teams, including Inter-House events.

## **AUTUMN TERM 2022**

Inset: *Wednesday 31<sup>st</sup> August 2022*

Inset: *Thursday 1<sup>st</sup> September 2022*

Inset: *Friday 2<sup>nd</sup> September 2022*

First Day of Term: *Monday 5<sup>th</sup> September 2022*

Parade: *Sunday 18<sup>th</sup> September 2022*

Exeat: *Saturday 24<sup>th</sup> September / Sunday 25<sup>th</sup> September 2022*

Parade: *Sunday 16<sup>th</sup> October 2022*

**Half Term Begins (1.5 weeks): Wednesday 19<sup>th</sup> October 2022 at 3.35pm**

Inset: *Monday 31<sup>st</sup> October 2022*

Lessons Resume: *Tuesday 1<sup>st</sup> November 2022*

Parade: *Sunday 13<sup>th</sup> November 2022*

Exeat: *Saturday 19<sup>th</sup> November / Sunday 20<sup>th</sup> November 2022*

Last Day of Term: *Wednesday 14<sup>th</sup> December 2022 at 12.40 pm*

## **SPRING TERM 2023**

Inset: *Tuesday 3<sup>rd</sup> January 2023*

First Day of Term: *Wednesday 4<sup>th</sup> January 2023*

Memorial Weekend: *Saturday 21<sup>st</sup> / Sunday 22<sup>nd</sup> January 2023*

**Half Term Begins (1 week): Friday 10<sup>th</sup> February 2023 at 3.35pm**

Parade: *Sunday 26<sup>th</sup> February 2023*

Exeat: *Saturday 11<sup>th</sup> March / Sunday 12<sup>th</sup> March 2023*

Parade: *Sunday 26<sup>th</sup> March 2023*

Last Day of Term: *Friday 31<sup>st</sup> March 2023 at 12.40pm*

## **SUMMER TERM 2023**

Inset Day: *Monday 17<sup>th</sup> April 2023*

First Day of Term: *Tuesday 18<sup>th</sup> April 2023*

Exeat: *Saturday 29<sup>th</sup> April / Sunday 30<sup>th</sup> April 2023*

Public Holiday: *Monday 1<sup>st</sup> May 2023*

**Half Term Begins (1 week): Friday 26<sup>th</sup> May 2023 at 3.35pm**

Parade & Fun Day: *Saturday 10<sup>th</sup> June 2023*

Annual Parade & Prize Giving: *Saturday 1<sup>st</sup> July 2023 at 2.00pm*

Last Day of Term: *Saturday 1<sup>st</sup> July 2023 after the Annual Parade & Prize Giving*



# KEY DATES FOR ACADEMIC YEAR 2023–24

## **AUTUMN TERM 2021**

Inset: *Monday 4<sup>th</sup> September 2023*

Inset: *Tuesday 5<sup>th</sup> September 2023*

Inset: *Wednesday 6<sup>th</sup> September 2023*

New Student & Y12 Induction Day: *Wednesday 6<sup>th</sup> September 2023*

First Day of Term: *Thursday 7<sup>th</sup> September 2023*

Parade: *Sunday 17<sup>th</sup> September 2023*

Exeat: *Saturday 23<sup>rd</sup> and Sunday 24<sup>th</sup> September 2023*

Parade: *Sunday 15<sup>th</sup> October 2023*

**Half Term Begins (1.5 weeks): Friday 20<sup>th</sup> October 2023**

Inset: *Wednesday 1<sup>st</sup> November 2023*

Lessons Resume: *Thursday 2<sup>nd</sup> November 2023*

Parade: *Sunday 12<sup>th</sup> November 2023*

Exeat: *Saturday 18<sup>th</sup> November and Sunday 19<sup>th</sup> November 2023*

Last Day of Term: *Friday 15<sup>th</sup> December 2023*

## **SPRING TERM 2022**

Inset: *Monday 8<sup>th</sup> January 2024*

First Day of Term: *Tuesday 9<sup>th</sup> January 2024*

Memorial Weekend: *Saturday 27<sup>th</sup> and Sunday 28<sup>th</sup> January 2024*

**Half Term Begins (1 week): Friday 9<sup>th</sup> February 2024**

Parade: *Sunday 25<sup>th</sup> February 2024*

Exeat: *Saturday 9<sup>th</sup> and Sunday 10<sup>th</sup> March 2024*

Parade: *Sunday 17<sup>th</sup> March 2024*

Last Day of Term: *Wednesday 27<sup>th</sup> March 2024*

## **SUMMER TERM 2022**

Inset Day: *Monday 15<sup>th</sup> April 2024*

First Day of Term: *Tuesday 16<sup>th</sup> April 2024*

Exeat: *Saturday 4<sup>th</sup> and Sunday 5<sup>th</sup> May 2024*

Public Holiday: *Monday 6<sup>th</sup> May 2024*

**Half Term Begins (1 week): Friday 24<sup>th</sup> May 2024**

Parade & Fun Day: *Saturday 8<sup>th</sup> June 2024*

Exeat: *Saturday 15<sup>th</sup> and Sunday 16<sup>th</sup> June 2024*

Annual Parade & Prize Giving: *Saturday 6<sup>th</sup> July 2024*

Last Day of Term: *Saturday 6<sup>th</sup> July 2024 (after the Annual Parade & Prize Giving)*



GORDON'S SCHOOL

WEST END, WOKING

SURREY GU24 9PT

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[info@gordons.school](mailto:info@gordons.school)

