

Year 9, 10 and Year 11 Curriculum



Subject: English Language and English Literature

Course description:

The English Language and Literature GCSE courses involve the study of a range of fiction and non-fiction texts from both pre and post 1914. Students will further refine their skills in reading for meaning and analysing the writer's craft. They will also be expected to consider the ideas and meanings in texts in relation to the context within which they were written and make comparisons between texts.

Students will develop their writing skills, including their accuracy in spelling, punctuation and grammar. They will also be expected to write for different purposes, audiences and in different forms. They will refine their skills in using a range of techniques to create effects in their own writing.

The course also requires students to complete an assessment in spoken English. Students will develop a speech on a topic of their choice and answer questions from their audience on their given area.

Awarding Body and Course Details:

EDEXCEL GCSE English Language (1EN0) and GCSE English Literature (1ET0)

Students will sit two exams in English Language and two exams in English Literature at the end of Year 11. English Language Paper 1 is worth 40% and Paper 2 60% while both English Literature papers are worth 50%.

Course Content:

GCSE English Language	GCSE English Literature
Reading 19 th century extracts	Shakespeare: Romeo and Juliet
Creative writing	Post-1914 Literature: An Inspector Calls
Reading transactional writing	19 th century novel: Jekyll and Hyde <i>or</i> A Christmas Carol
Transactional writing	Poetry on the theme of conflict and unseen poetry
Speaking and Listening presentation	

Learning Activities and Teaching Approaches to include:

- Guided reading, annotation and analysis of language, structure and form
- Writing for specific purposes and audiences and in different forms including writing model paragraphs and whole texts.
- Spelling, punctuation and grammar work including developing editing and proof reading skills through modelling and practise
- Group and paired discussion work including dramatic readings of key texts.
- Contextual research using a range of sources.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests and homework to assess on-going learning of key terms and quotations.

Subject: Maths

Course description:

The Mathematics GCSE course involves the study of five main areas of mathematics: Number; Ratio, proportion and rates of change; Algebra; Statistics and probability; Geometry and measures. Students follow a course matched to their ability – Foundation tier spanning grades 1-5 and Higher tier spanning grades 4-9.

Awarding Body and Course Details:

EDEXCEL GCSE Mathematics (1MA1)

Students will sit three written exams in Mathematics. All papers are sat in the summer of year 11. Each paper lasts 1 hour and 30 minutes. Paper 1 is a non-calculator paper. Papers 2 and 3 are calculator papers. Each paper contributes equally to the final grade with a weighting of $33\frac{1}{3}\%$. The results will be graded under the 9-1 system, with grade 4 representing a 'standard pass' and grade 5 representing a 'strong pass'.

Course content:

At both tiers the GCSE Mathematics curriculum assesses new and challenging topic areas, such as Fibonacci sequences, geometric progressions, rates of change and how to identify and interpret roots, intercepts and turning points of quadratic functions.

Topics new to the Foundation tier include the index laws, standard form, direct and indirect proportion, trigonometric ratios in right-angled triangles, lengths of arcs and areas of sectors of circles, vectors and tree diagrams.

Topics new to the Higher tier include expanding the products of more than two binomials, deducing turning points by completing the square, calculating or estimating gradients of graphs and areas under graphs and calculating and interpreting conditional probabilities through Venn diagrams.

Learning Activities and Teaching Approaches:

We aim to ensure that every lesson is pitched to provide the correct level challenge for learners and is delivered with good pace to accelerate their rate of progression. Lessons are conceived to address a key learning objective and structured through a sequence of learning outcomes which grow in complexity.

Students will be taught about using and applying standard mathematical techniques; reasoning, interpreting and communicating mathematically; solving non-routine problems in mathematical and non-mathematical contexts.

Teachers will assess prerequisite knowledge, ask probing questions, seek out reasoning opportunities and explore misconceptions. Higher-order thinking questions (HOTs) will be used to stretch and challenge learners. Scaffolding and modelling will be employed to support students. A variety of teaching approaches will be used within the classroom, including recall of mastery knowledge, practical tasks (for example, matching activities), use of individual whiteboards, problem solving activities and textbooks. Opportunities are also provided for online learning.

Assessment and Mastery:

Students are formally assessed regularly using a full GCSE Mathematics exam paper and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery home work to assess on-going learning, develop reasoning skills and practice key arithmetic skills.

Support and Extra-curricular Opportunities:

In the first instance, learners can access assistance from their class teacher or any member of the mathematics team. All students have unique login details for the PiXL Maths App and can use this software to view Therapy Videos and practice answering questions online. Additionally, a vast array of quality revision materials and practice exam papers can be accessed via Foldr [<https://foldr.neale-wade.org/home/files>].

In Year 11, all students are encouraged to attend intervention lessons before and after school. These sessions are delivered by specialist mathematics teachers and run throughout the academic year.

When appropriate, identified students will be offered additional intervention delivered by the mathematics intervention assistant, often as part of a small group or 1-to-1.

Subject: GCSE Combined Science

Course description:

Combined Science offers students a foundation knowledge of science, covering the three disciplines of science; biology, chemistry and physics. The course is taught in separate units linked to the three sciences. The GCSE combined science course results in 2 GCSE science qualifications at the end of the two year course.

Awarding Body and Course Details: AQA - GCSE Combined Science (Trilogy)

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Practical skills are also assessed in exams. Students will complete 16 required practicals that help develop investigation skills. Students taking the combined science route currently receive 10 hours of science over the two week timetable.

Course Content:

Biology	Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology and key ideas
Chemistry	Atomic structure and the Periodic Table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.
Physics	Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism and space physics (triple only)

Learning Activities and Teaching Approaches:

Students will be taught to understand scientific processes and theoretical ideas, supported by a range of practical work and activities. Time is built in to the course to develop the exam technique of the students and the application of mathematics to scientific ideas.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

Revision sessions are run throughout the academic year, which are open to students of all abilities. Students may also be offered individual support if needed. All students are provided with a revision guide and access to online resources.

Subject: Triple Award; Biology, Chemistry and Physics

Course description:

Each individual GCSE, covers the biology, chemistry and physics covered in the combined science course, in addition to further content that only triple scientists study. Triple award allows students to develop a more in depth understanding of science and introduces more topics which are extended at A-Level. Triple scientists currently receive 15 hours of science over the two week timetable.

Awarding Body and Course Details: AQA Biology, Chemistry and Physics

Students will sit 2 exams for each GCSE at the end of Year 11. Each of these papers are worth 50%. Practical based questions will also form part of the exams that will focus on each of the required practicals for each science. A triple science student would gain three separate GCSE qualifications from the two year course.

Learning Activities and Teaching Approaches:

Students will be taught to understand scientific processes and theoretical ideas, supported by a range of practical work and activities. Time is built in to the course to develop the exam technique of the students and the application of mathematics to scientific ideas.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

Revision sessions are run throughout the academic year, which is open to students of all abilities. Students may also be offered individual support if needed. All students are provided with a revision guide and access to online resources.

Subject: BTEC Art & Design

Course description:

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. They develop skills and understanding by following a detailed brief based on a vocational situation.

Awarding Body and Course Details:

Edexcel BTEC Level 1/ 2 First Diploma in Art and Design

Course Content:

Unit 1 Introduction to Specialist Pathways in Art and Design (Mandatory) Year 10

Unit 2 Creative Project in Art and Design Exam (Mandatory) but taken in Year 11

Unit 3 Communicating Ideas in 2D (Optional) Year 10

Unit 4 Communicating Ideas in 3D (Optional) Year 11

List the different topics

Unit 1 Strange World

Unit 2 Externally Assessed theme is released in January of Year 11

Unit 3 Street Festival

Unit 4 Recycling

What different activities will the students undertake during the learning

Students use a wide range of materials techniques such as 3D modelling, drawing, painting, construction techniques and computer aided design.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

The BTEC course is expected to consist of 120 guided learning hours although students are expected to work in their sketchbooks and on their final pieces in their own time.

Support:

Parents will be contacted about concerns and progress, often by email to give detailed feedback and work to be completed. Sketchbooks and final pieces will be brought to parents evening.

Extra-curricular Opportunities:

After school workshops are offered to Year 10 and holiday workshops are also offered to Year 11.

Subject: BTEC Business (Year 11 only)

Course description:

A 2 year course where students learn how a business is formed, organised and operated. Students will learn about how external factors affect a business and apply their learning to real life businesses.

Awarding Body and Course Details:

2 year course, assessed by internally assessed coursework (75%) and one examination (25%).

Course Content:

Year 10

Unit 3- Promoting a Brand (assignment worth 25%)

In this unit you will:

- A explore the use of branding and the promotional mix in business
- B develop and promote a brand for a business.

Unit 2 - Finance for business (examination worth 25%)

In this unit you will:

- A understand the costs involved in business and how businesses make a profit
- B understand how businesses plan for success
- C understand how businesses measure success and identify areas for improvement.

Year 11

Unit 1 – Enterprise in the Business World

In this unit you will:

- A know how trends and the current business environment may impact on a business
- B plan an idea for a new business
- C present a business model for a business start-up.

Unit 8 - Recruitment, Selection and Employment

In this unit you will:

- A know about job roles and functional areas in business
- B produce documentation for specific job roles
- C demonstrate interview skills and plan career development.

Learning Activities and Teaching Approaches:

Students will learn a large amount of new key terms and concepts. Students will learn to apply this new knowledge to real businesses and analyse the impact of the concepts on the businesses.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

Weekly after school revision sessions are offered to students in Years 10 and 11 to help them meet assessment deadlines.

Subject: OCR Enterprise and Marketing (Years 9 &10)

Course description:

A 2 year course where students learn how a business is formed, organised and operated. Students will learn about how external factors affect a business and apply their learning to real life businesses.

Awarding Body and Course Details:

2 year course, assessed by controlled assessment (25%) and two examinations (25% and 50%). All units are assessed at the end of Year 11.

Course Content:

Year 10

Unit A292 Business and People (25% examination)

In this unit you will learn all about:

- The Structure Of Business Activity
- The Workforce In Business

Unit A291 Marketing and Enterprise (25% controlled assessment)

In this unit you will learn all about:

- Marketing
- Enterprise

Year 11

Unit A293 Production, Finance and the External Environment (50% examination)

In this unit you will learn all about:

- Using And Managing Resources
- Financial Information And Decision Making
- External Influences On Business Activity
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Learning Activities and Teaching Approaches:

Students will learn a large amount of new key terms and concepts. Students will learn to apply this new knowledge to real businesses and analyse and evaluate the impact of the concepts on the businesses.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

Weekly after school revision sessions are offered to students in Years 10 and 11.

Subject: Child Development

Course description:

This qualification focuses on the development of a child from conception to the age of five, developing knowledge and understanding in all aspects of child development. Learners will develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements.

Awarding Body and Course Details:

OCR Level 1/2 Cambridge National Certificate in Child Development

Students will complete a mixture of two coursework units and an exam. The coursework units are worth 25% each and the exam is worth 50%.

Course Content:

You will study three mandatory topics as follows:

- **Health and well-being for child development (Exam – 50%)** You will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, and conditions for development, childhood illnesses and child safety.
- **Understand the equipment and nutritional needs of children from birth to five years (Coursework - 25%)** You will learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and then demonstrate in a practical activity how these needs are met to promote a child's development and well-being.
- **Understand the development norms of a child from birth to five years. (Coursework - 25%)** You will gain an understanding of the development norms from birth to five years and the stages and benefits of play. You will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

Learning Activities and Teaching Approaches:

The short tasks involve practical skills of designing and making resources for young children. Students also learn how to observe young children and evaluate their findings.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

There are coursework catch up sessions every Monday, Tuesday and Wednesday after school and teachers are available for further support and guidance.

Subject: Constructing the Built Environment (Year 9 & 10)

Course description:

The course consists of 3 units with 50% of the course being practical topics

Awarding Body and Course Details:

WJEC LEVEL 1/2 AWARDS IN CONSTRUCTING THE BUILT ENVIRONMENT

Students will sit 1 exam 25%. 1 practical unit worth 50%. 1 Planning construction projects.

Course Content:

Unit 1: Knowing about possible hazards associated with construction processes is the starting point of working safely and securely. In this unit, you will learn how to look for and identify hazards to safety and security. You will learn how to measure the risk of these hazards so that you can plan ways in which you can limit the risk and work safely and securely, whatever your role or location.

Unit 2: Throughout this unit you will learn to interpret technical information in order to identify materials, tools and equipment needed to complete construction tasks. You will develop a range of construction skills which can be used during construction processes, ensuring you take account of any health and safety issues.

Unit 3: Through this unit you will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. You will develop an understanding of the processes that are followed by people working in construction that ensure projects are successful. You will use the knowledge and understanding you have acquired through carrying out practical construction tasks and consideration of safety and security of construction processes, together with planning skills developed through this unit, so that you can plan construction projects.

Learning Activities and Teaching Approaches:

Weekly exam revision with immediate online testing and immediate results and feedback.

Practical lessons in a vocational setting

Relevant theory lessons incorporating key skills of Maths, English, ICT

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning.

Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

Some construction lessons are supported by a teaching assistant and there is planned and programmed intervention within the DT department.

After school sessions are available according to students needs and timetabling.

Extra-curricular Opportunities:

Tuesday, Wednesday, Thursday after school sessions for exam revision, coursework catch-up. Small groups for practical tuition. Emails will be sent out to relevant carers and students as needed for these sessions.

Subject: Planning and Maintaining the Built Environment

Course description:

The course consists of 3 units with 50% of the course being practical topics

Awarding Body and Course Details:

WJEC LEVEL 1/2 AWARDS IN PLANNING AND MAINTAINING THE BUILT ENVIRONMENT

Students will sit 1 exam 25%. 1 practical unit worth 50%. 1 assignment on sustainability worth 25%.

Course Content:

List the different topics

Unit 1: Through this unit you will learn about the built environment of different areas. You will learn about different types of ownership and how the built environment is used by different types of people from a local community. You will learn about what causes a change in value to a built environment and how the value can be improved. You will use the knowledge and understanding you acquire to recommend ways to improve the value of the built environment to a community.

Unit 2: Through this unit learners will identify defects inside and outside of built environments. They will learn to understand the relationship between maintenance and protection of the built environment, in particular how different types of maintenance help to protect the built environment. Learners will develop practical skills to carry out repairs on defects identified and communication skills to pass on information appropriately with different members of design and build teams.

Unit 3: Through this unit, you will learn about sustainable design and construction techniques and processes used to address sustainability issues. You will also be able to draw upon your knowledge and understanding of how the value of a built environment can be improved and how protection and maintenance of the built environment affects communities. You will also develop research skills that enable you to interact with local communities and investigate their views about sustainable development plans for their environment.

Learning Activities and Teaching Approaches:

Practical lessons in a vocational setting

Relevant theory lessons incorporating key skills of Maths, English, ICT

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

Some construction lessons are supported by a teaching assistant and there is planned and programmed intervention within the DT department.

After school sessions are available according to students needs and timetabling.

Extra-curricular Opportunities:

Tuesday, Wednesday, Thursday after school sessions for exam revision, coursework catch-up.

Small groups for practical tuition. Emails will be sent out to relevant carers and students as needed for these sessions.

Subject: Design Technology - Engineering

Course description:

NCFE Level 2 Engineering (current Year 11) and **WJEC Engineering Level 1 / 2** (current Year 10) enables students to develop skills and understanding which will be of use generally and as part of a progressive career path leading to further technical or academic engineering qualifications. Both courses cover practical and theory skills, linking with industrial practices and techniques. In **both courses** students **MUST** achieve a pass in **all** unit tasks to pass the unit overall and gain a qualification.

Awarding Body and Course Details:

WJEC Level 1/2 Engineering (Year 10)

Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

600/8645/2 WJEC Level 1 / 2 Vocational Award in Engineering –

VCERT NCFE Level 2 Engineering (Year 11)

Graded Level 2 Pass, Level 2 Merit and Level 2 Distinction.

601/4532/8 NCFE Level 2 Certificate in Engineering Studies

Course Content:

WJEC Level 1/2 Engineering

Unit 1 (9791) – Engineering Design – Internal Assessment (25%)

- *Designing and communicating*
- *Understanding engineered products*
- *Functions of engineered products*
- *Develop & evaluate engineered products*
- *Produce design specifications for engineered products*

Unit 2 (9792) – Producing Engineered Products – Internal Assessment (50%)

- *Interpret engineering drawings & information*
- *Identify resources (tools, materials & equipment) required*
- *Plan & sequence manufacturing activities*
- *Use tools in production of engineered products*
- *Use equipment in the production of engineered products*
- *Use engineering processes in the production of engineered products*
- *Evaluate the quality of engineered products*

Unit 3 (9793) – Solving Engineering Problems – External Assessment (25%)

- *Describing engineering developments & achievements*
- *Environmental impact and issues within engineering*
- *Engineering materials & properties/applications*
- *Processing engineering materials*

- *Manufacturing processes and applications*
- *Mathematical techniques for solving engineering problems*
- *Technical drawing – Isometric & orthographic*

VCERT NCFE Level 2 Engineering (Year 11)

Unit 1 – Introduction to engineering – Internal assessment (25%)

This unit aims to introduce the learner to engineering in the industry and the wider community. It will introduce them to the knowledge and skills needed to become a competent engineer.

Unit 2 – Introduction to engineering drawing – External assessment (25%)

This unit aims to introduce learners to engineering drawing and how to use measurements, scale and proportion. Learners will demonstrate their ability to apply this to 2D and 3D engineering drawings.

Unit 3 – Solving Engineering Problems - Internal assessment (25%)

This unit aims to introduce learners to the common tools and equipment used in an engineering environment. Learners will be able to handle tools in a correct and safe manner, and how to demonstrate sufficient maintenance techniques.

Unit 4 – Solving Engineering Problems - Internal assessment (25%)

This unit aims to introduce the learners to engineering materials and their properties. They will learn about the suitability of the materials for a specified task and the processes of manufacturing

Learning Activities and Teaching Approaches:

WJEC Level 1/2 Engineering (Year 10)

Unit 1 & 3

(The knowledge gained in this unit is used for both the exam and controlled assessment)

Students will be taught a wide range of drawing skills by hand and using computer aided design and 3D modelling. They will learn how to render and annotate these images to communicate their designs to clients. Students will also be taught about a variety of different engineering materials and manufacturing processes giving them the knowledge to disassemble an existing product and analyse it effectively. They will complete small workshop based tasks to build up their own skills and understanding of health & safety and quality control, using a range of different materials and processes to understand their properties, applications, limitations and possible alternatives within engineered products.

Unit 2:

The purpose of this unit is for learners to use skills developed to produce an engineered product. Through this unit, students will learn to interpret different types of engineering information in order to plan how to make engineered products. Students will develop the skills needed to work safely with a range of engineering processes, equipment and tools. With these skills, students will learn to make a range of engineered processes that are fit for purpose. They will use engineering plans to manufacture a specific product (all students produce the same outcome) and document the manufacture in the form of production plans, job sheets and

evaluation/quality control tasks that mimic work within industry. Student's goal is to manufacture a product as close to the original plans and prototype as possible, with an emphasis on accuracy, quality and time constraints. Problem solving skills are developed and tested to meet the requirements of the project and students reflect and critically evaluate both their own work and that of their peers to identify strengths and areas for improvement.

VCERT NCFE Level 2 Engineering (Year 11)

Unit 1 – Introduction to engineering

Written as a report/portfolio students answer individual criteria relating to engineering, sectors and the industry as a whole. Part of their research includes trips to or talks from companies within the engineering industry and case studies written about local businesses involved in engineering activities. They define what role an engineer plays in society, examine the moral, social, cultural and environmental impact of engineering and the role math's, science and technology play in developing engineered products and services.

Unit 2 – Introduction to Engineering Drawing

Students sit 3 exam tasks within this unit, comprising of a 45 minutes theory exam and two technical drawing tasks each lasting 2 hours. Students are taught traditional and modern techniques for producing engineering drawings and diagrams, developing the skills required to produce both 2D and 3D views of parts/components. This unit can be completed either with hand drawn techniques or through the use of Computer Aided Design (CAD). Scale, proportion, systems and units of measurement are also included within the unit, as students must demonstrate an understanding of the types and applications of each by engineers.

Unit 3 & 4 – Practical skills units – Engineering Tools & Materials focus

Students are presented with engineered products that they must manufacture. They will interpret diagrams, job sheets and relevant information to select tools processes and materials suitable for the task. They will then demonstrate the correct use of tools and machinery to carry out the manufacture of the products, recording and explaining their progress in photo diaries and portfolios. They will use technical terminology for tools, machinery, processes and materials whilst providing justification as to their choices for each task. Students are assessed on their level of accuracy, practical skills and their final outcome (made products). They must almost demonstrate a clear understanding of Health and Safety requirements, laws and regulations within the workshop and in using specific tools/machinery. Unit 3 & 4 use combined evidence across several practical projects from across year's 10 & 11.

Support:

After school support sessions are available throughout the year either on a drop in or invited basis supporting the coursework elements and exam units for both courses. Holiday sessions are also offered to year 11 to help in the completion of coursework tasks, specific intervention may be arranged to support students working below target grades depending on circumstances.

Subject: Design Technology – NCFE Product Design

Introduction:

Students develop an understanding through a range of theory and practical tasks using woods, metals and plastics in this course. This will be of use generally and as part of a progressive career path leading to further technical or academic qualifications.

Awarding Body and Course Details:

NCFE Creative Craft – Students will enter four units over the course. Two non-exam units (coursework) are undertaken in year 10. The remaining units are taken in year 11. One of these is a 30 hour practical exam which is externally assessed and the final unit is a make and evaluate task.

Course Content:

Unit 1 – Exploring craft skills

Materials and components - Students explore the mechanical and physical properties of a wide range of materials including smart and modern materials and investigate how to manipulate, manufacture, work with and combine them.

Design and market influences – Students explore the theory of design movements, consumer needs, design in the human context, sustainability and the social impact of design.

Enterprising and employment opportunities Students explore business and employment opportunities to further their post 16 aspirations.

Unit 2 – Research and develop ideas

Controlled assessment involving the creation of an in-depth portfolio covering the research, designing, planning, making and evaluating of a high quality product. These tasks will be Resistant Materials based using woods, metals and plastics.

Unit 3 – External assessment

A 30 hour practical exam covering research, design, develop and evaluate including planning and costing of the product. 15 hours of this is undertaken in class time and 15 hours is in exam conditions

Unit 4 – Production of the final piece

Design and make task of a high quality product made from a resistant material which includes costing and evaluation of the final product.

Learning Activities and Teaching Approaches:

Students will alternate between design and make tasks to complete the controlled assessment portfolio.

Subject: Design Technology – BTEC Art and Design (Product Design)

Introduction:

Students develop an understanding through a range of theory and practical tasks using woods, metals and plastics in this course. This will be of use generally and as part of a progressive career path leading to further technical or academic qualifications.

Awarding Body and Course Details:

BTEC Art and Design Tech award – Students will enter three units over the course. Two non-exam units (coursework) are undertaken in year 10 and term one of year 11. The remaining exam unit is taken in year 11.

Course Content:

Unit 1 – Research and idea development

Designers and their work – Students will explore a range of designers and their work and produce small practical pieces to develop their skills.

Materials and components - Students explore the mechanical and physical properties of a wide range of materials including smart and modern materials and investigate how to manipulate, manufacture, work with and combine them.

Design and market influences – Students explore the theory of design movements, consumer needs, design in the human context, sustainability and the social impact of design.

Enterprising and employment opportunities Students explore business and employment opportunities to further their post 16 aspirations.

Unit 2 – Manufacture and evaluation

Controlled assessment involving the planning, making and evaluating of a high quality product. These tasks will be Resistant Materials based using woods, metals and plastics.

Unit 3 – External assessment

A practical exam covering research, design, develop and evaluate including planning and costing of the product based on pre-release material given by the exam board. Preparation is completed in lesson time with a further period of time under exam conditions.

Learning Activities and Teaching Approaches:

Students will alternate between design and make tasks to complete the controlled assessment portfolio.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

Support:

After school support sessions are available throughout the year either on a drop in or invited basis supporting the controlled assessment element.

Subject: Geography

Course description:

Geography is about people, places and the environment.

- People - where people live, how they live, and how they interact with their environment
- Places – what different places are like, how and why they are changing, and how they can be looked after for the future
- Environment – what processes are taking place in our environment, why our environment needs to be looked after, and how it can be managed.

Key themes running through GCSE Geography include identifying the social, economic and environmental aspects of processes affecting our lives, as well exploring how we can create a sustainable future for our planet.

Awarding Body and Course Details: AQA Geography

Students will sit three examinations in Geography at the end of Year 11, making up 100% of the GCSE.

Course Content:

Living with the physical environment

- The challenge of natural hazards – earthquakes, volcanoes, weather and climate hazards
- Physical landscapes in the UK – coastal and river landscapes
- The living world – tropical rainforest and hot desert ecosystems

Challenges in the human environment

- Urban issues and challenges – changing cities
- The changing economic world – development issues
- The challenge of resource management – energy or water resources

Geographical applications

- Issue evaluation
- Fieldwork - 2 geographical enquiries

Learning Activities and Teaching Approaches:

Students will undertake a range of activities during lessons. These will include:

- A range of written activities, including descriptions and explanations
- Responding to various sources including maps, photographs, and video clips
- Presenting information via maps graphs and diagrams
- Discussion of important issues
- Practising examination questions

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

In some groups some students work with a teaching assistant to support them during lessons. Additional support outside of lessons can also be offered as appropriate. Speaking Tests are designed to support learning by providing a core of knowledge for each topic studied. There will be a range of additional revision sessions offered outside of lesson times to support students with their preparation for examinations.

Subject: The London Institute of Banking and Finance- Certificate in Financial Education (Year 11 only)

Course description:

As a Technical Award, the Level 2 Certificate in Financial Education (CeFE) is primarily designed to develop an understanding of the economy, financial management skills, employability and enterprise.

Awarding Body and Course Details:

The London Institute of banking and Finance Certificate in Financial Education (CeFE)

Students will sit 3 exams in in the three units which are a combination of multiple choice and written papers.

Course Content:

CeFE consists of three units:

Unit 1 - Finance, the Individual and Society. In this unit, students will understand the role of the citizen in the UK, the values held by citizens, and the impact they have on personal finance. The unit will also provide students with an understanding of the contribution of an individual to the economy of a country and the impact of external factors on personal financial plans.

Unit 2 - Practices of Managing Money. In this unit, students will understand the concept of financial planning and personal financial budgets. The unit will also provide students with an understanding of the impact on both the individual and society of spending and borrowing

Unit 3 - Financial Capability, Work and Enterprise. This unit has been designed to provide learners with an understanding of how businesses manage money and the relationship between personal money management and business money management. The unit will also provide knowledge on the inter-relationship between the individual and business.

Learning Activities and Teaching Approaches:

This qualification offers a flexible and integrated approach to learning and assessment involving both teacher led and on line support.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Subject: Health & Social Care

Course description:

Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge required for working in a range of HSC careers, including nursing, social work and early year's provision. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of Health and Social Care, including Values of Care and the current legislation requirements.

Awarding Body and Course Details:

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

Students will complete 3 coursework units and an exam. The coursework units are worth 25% each and the exam is worth 25%.

Course Content:

The mandatory exam unit is: Essential values of care for use with individuals in care settings. This unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early year's environment.

There is one mandatory coursework unit: Communicating and working with individuals in health, social care and early years settings. This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a HSC setting.

Optional coursework units include:

- Understanding life stages
- Understanding the nutrients needed for good health
- Creative activities to support individuals in health, social care and early years settings

Learning Activities and Teaching Approaches:

To help students prepare for their controlled assessment they are given lots of opportunities to master their planning, writing and research skills by undertaking independent research tasks. To prepare the students for their exam unit they are regularly answering exam style questions and have their learning embedded by designing class presentations, leaflets etc.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Subject: OCR Cambridge National in Creative iMedia (IT Pathway)

Course description:

This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The everyday use of ICT, from PCs to smartphones, now impacts all of our lives. This new Cambridge Nationals in ICT reflects this and provides students with a solid understanding of the subject which they can use in their working lives.

Awarding Body and Course Details:

2 year course, assessed by internally assessed coursework (75%) and one examination (25%).

Course Content:

Year 10

Unit R002- Using ICT to Create Business Solutions (assignment worth 25%)

They will learn how to use software tools to handle data and communicate information for a range of business purposes, and how to apply formatting to enhance those documents to suit their purpose and intended audience.

Unit R006 - Creating Digital Images (examination worth 25%)

On completion of this unit learners will be able to create a digital image that communicates the intended message effectively, meeting the client's needs, and they will have extended their capability within the use of digital editing software packages

Year 11

R005 –Creating an Interactive Product using Multimedia Components

This unit will enable learners to demonstrate their creative flair by combining multimedia components to create a vibrant, energetic or stimulating www, webpage, or interactive product. On completion of this unit learners will be able to show how the interactive product meets both the user needs and extends their capability within the use of applications software such as website development.

Unit R001 – Understanding Computer Systems

This unit will provide learners with the underpinning knowledge and understanding required to use computer systems effectively. Learners will develop their knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations.

Learning Activities and Teaching Approaches:

Students will learn a large amount of new key terms and concepts. Students will learn to apply this new knowledge to real businesses and analyse the impact of the concepts on the businesses.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

Weekly after school revision sessions are offered to students in Years 10 and 11 to help them meet assessment deadlines.

Subject: Languages (French)

Course description:

Students develop their skills in Listening, Speaking, Reading and Writing in preparation for GCSE examinations in French or German.

Awarding Body and Course Details:

Edexcel GCSE French

Students will sit 4 exams in French at the end of Year 11 – Listening, Speaking, Reading and Writing. Speaking and Writing are assessed through Controlled Assessments and make up 60% of the final GCSE. Reading and Listening papers are each worth 20%.

Course Content:

- Home and local area; life in the home; friends and relationships; local area
- Health and sport; sport, outdoor pursuits and healthy lifestyle; food and drink; health.
- Leisure and entertainment; socialising, special occasions and festivals; TV, films and music.
- Travel and the wider world; holidays, exchanges; environmental, cultural and social issues.
- Education and work; school life; work experience, future study and jobs, working abroad.

Learning Activities and Teaching Approaches:

A variety of teaching and learning methods are used, including: Interactive whiteboard activities, mini whiteboards, question and answer, peer assessment, role play, video and sound recordings, listening exercises, reading from a range of texts, translation and language games.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. All assessments are taken from past GCSE papers. Controlled Assessments, which carry 60% of the final GCSE marks, are conducted in Writing and Speaking:

- In Writing: Students must prepare and produce 200-300 words on a familiar and pre-prepared topic, using only 40 words of notes and a bilingual dictionary to assist them. To be awarded the higher grades, this work must include a range of tenses, a wide variety of grammatical structures and a good level of accuracy.
- In Speaking: Students take part in a 4-6 minute conversation on a pre-prepared topic. Marks are awarded for spontaneity, independence, fluency and accuracy of verbs in the past, present, future and conditional tenses

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

All students have access to Linguascope and VocabExpress; both provide study materials for revision and independent learning. All students are issued a Revision Guide and Workbook.

Extra-curricular Opportunities:

Where there is sufficient interest and demand, a day-trip, an exchange programme or a residential visit may be offered to students. Students may wish to participate in Languages Leaders, learning how to teach a foreign language to others and participating in Primary School visits to present lessons.

Subject: Media Studies (Year 11 only)

Course description:

GCSE Media Studies includes practical media production work, and analytical approaches to the subject. Students learn to analyse the technical elements of moving image and print media, as well as producing their own media texts.

Awarding Body and Course Details:

OCR GCSE in Media Studies

Students will sit one exam at the end of Year 11 which is worth 40% of their final grade, and complete two coursework units, each worth 30%.

Course Content:

Textual Analysis: Action Adventure Films – students learn how to analyse the use of technical elements in film including camerawork, sound, editing, and mise-en-scene. Students also study genre conventions, and media representations and stereotypes.

Individual Portfolio: Popular Music - this is a coursework unit which includes the analysis of representation in music videos, and the production of an album cover for a new band or artist to show an understanding of genre conventions and representation.

Production Portfolio: Advertising – this is a coursework unit in which students will study the topic of advertising. They will complete research and planning for an advertising campaign for a new product, then produce two magazine adverts, a billboard, and a logo design for their product.

Television Comedy – students will study television comedy considering how comedy programmes appeal to specific target audiences. Students will also develop their understanding of media institutions, considering how comedy programmes relate to the context of the channel they are on.

Learning Activities and Teaching Approaches:

Lessons will include the analysis of different media texts including films, music videos, and advertisements with a focus on identifying conventions and understanding the use of technical elements such as camerawork and editing. Lessons will also include a focus on production work, with students designing a range of media products including advertisements and album covers, using original photography.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. Coursework is assessed regularly in order to support student achievement. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. Here we assess how secure students are in the knowledge of the topic and again the results are given on Go4Schools.

Support:

Extra support with coursework is available after school every Wednesday and Friday in room 120. Additional sessions are run regularly during school holidays.

Subject: Music

Introduction:

The Edexcel GCSE music covers three Assessment Objectives:

- Performing skills: performing/realising with technical control, expression and interpretation.
- Composing skills: creating and developing musical ideas with technical control and coherence.
- Listening and appraising skills: analysing and evaluating music using musical terminology.

This is covered via four Areas of Study and there are three set works in each:

- Western Classical Music 1600 – 1899

Handel: And the Glory of the Lord from Messiah, *Mozart*: 1st Movement from Symphony No. 40 in G minor and *Chopin*: Prelude No 15 in D flat major (Raindrop)

- Music in the 20th Century

Schoenberg: Peripetite from Five Orchestral Pieces, *Bernstein*: Something's Coming from West Side Story and *Reich*: 3rd Movement (fast) from Electric Counterpoint.

- Popular Music in Context

Miles Davis: All Blues from Kind of Blue, *Jeff Buckley*: Grace and *Moby*: Why Does My Heart Feel So Bad?

- World Music

Capercaillie: Skye Waulking Song, Rag Desh (Indian Classical Music) and *Koko*: Yiri (African Music)

Course Content:

The course is 60% coursework, two performances (one solo and one ensemble) and 2 compositions based on the areas of study. A listening exam with excerpts from the 12 set works makes up the last 40% of the marks.

Learning Activities and Teaching Approaches:

Practical activities are at the heart of music lessons. Students will be involved in individual, paired and group tasks. The final pieces of coursework will need to be produced individually. Students are encouraged to evaluate their own and other's work.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

Subject: BTEC Tech Award Level 1/2 in Performing Arts (Acting)

Course description:

Students will undertake 3 Units of work in their chosen area (Acting). One of these units is an externally assessed one and the other two are set by the centre. They all require a practical element and a written element to be completed.

Awarding Body and Course Details:

Edexcel/Pearson – The level 2 course is equivalent to one GCSE. If they gain a level 1 pass or merit only, it is equivalent to half a GCSE.

Component 1 – Exploring the Performing Arts

Component 2 – Developing Skills and Techniques in the Performing Arts

Component 3 – Performing to a Brief

Course Content:

Component 1 – This teaches the students to understand the world of performing arts by examining practitioners' work and the process used to create performances. The students will study 3 different styles of work and look at all of the roles involved in producing a piece of theatre in that style. They will do practical work and research on this. They will study examples of this work.

Component 2 – The students will learn through practical workshops the skills needed by actors in order to produce and interpret performance work. These skills will then be used in a performance to an audience to communicate intentions through acting. You will record your journey and review the process.

Component 3 – Using the knowledge gained in components 1 and 2, pupils will be set a brief by the exam board. This brief will outline the performance requirements and will get them to work as a member of a group to create a performance for a given audience. The pupils will record how this process occurs and then review the performance afterwards.

Learning Activities and Teaching Approaches:

Students will take part in practical lessons and rehearsals, learning skills and then using them to create a performance. These performances are then performed to either a live audience or recorded and sent to the examiner.

Students also have to produce evidence of all the practical work they have completed. This can be in the form of a diary, worksheets, videos of work done and peer observations. These all go towards the grade they gain for each Component.

Subject: Psychology

Introduction:

The aim of this subject is to enable you to understand why people behave the way they do, in given situations. It will also give you an insight into individual differences and explanations for abnormal behaviour. The course focuses on memory, attachment, social influence as well as biological factors, such as stress and personality.

Awarding Body and Course Details:

AQA GCSE in Psychology

Students will sit two exams, each one hour and 45 minutes long at the end of Year 11. Course content focuses on:

Paper one:

- Memory
- Perception
- Development
- Research methods

Paper two:

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Learning Activities and Teaching Approaches:

Learning activities include a variety of independent and teacher led strategies. Students will engage with individual and group research into topics and develop skills of presentation and delivery. There will also be opportunities to carry out unique research into topics of interest within the syllabus content.

Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. Homework, usually based on exam questions, is given weekly. Submission of homework on time is expected.

Support:

Ongoing support is available and drop-in sessions are available in the spring term prior to exams.

Extra-curricular Opportunities:

There will be a number of opportunities throughout the year to attend conferences and revision sessions.

Subject: Religious Education

Introduction:

The RE GCSE course allows students to develop their own responses to ethical and philosophical problems, by studying religious and secular sources. Such issues and problems, which have always confronted society, are very relevant to the 21st century. Emphasis is placed on the two major religions, Christianity and Islam, and the impact these two religions have on the world.

Awarding Body and Course Details:

AQA GCSE Level in Religious Studies

Students will sit 2 exams, Christianity and Islam (paper 1), and Applying Morality to four key subjects (paper 2). Both papers will be taken at the end of Year 11. Each of these papers is worth 50% of the total marks and will contribute to the full GCSE.

Course Content:

The aim of this course is to enable candidates to address fundamental questions about the basis for religious beliefs and behaviour and to investigate ways in which religious beliefs and values are relevant to specified moral issues and behaviour.

Learning Activities and Teaching Approaches:

Students will undertake a wide range of activities during lessons. These will include:

- A range of written activities, including descriptions and explanations, using written sources
- Collapsed days to focus on specific case studies
- Group work in a number of topics, with a focus on effective collaboration, development of social interaction and leadership skills
- Debates about student's beliefs and their reactions to topics and real world events.
- Wide range of media used, including video clips and Power Points
- Individual tracking of progress, using solo taxonomy techniques and feedback after marking

Assessment and Mastery:

Students are formally assessed after each unit and grades are submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

Support:

In some groups some students work with a teaching assistant to support them during lessons and students are encouraged to support each other to achieve common goals. Additional support outside of lessons can also be offered as appropriate.

Subject: Level 1/2 BTEC Sport

Course description:

The BTEC First Award in Sport is a level 2 qualification that is equivalent to One GCSE grade A*-C. During the two year course candidates will follow 4 units which are assessed through an examination and coursework. They can achieve a Level 1 PASS, Level 2 PASS, Level 2 MERIT or Level 2 DISTINCTION in each unit and these are added together to make their final grade.

Awarding Body and Course Details:

Pearson BTEC Level 2 Certificate. Over the two years students will study 4 Units comprising of two compulsory units and two optional units.

Course Content:

Year 10 - During the first year students will follow the following units:

Unit 1 – Fitness for Sport and Exercise

Pupils will gain an understanding of the different components of fitness that are needed to achieve excellence in sport along with fitness testing, principles of training and methods of training.

Unit 5 – Training For Personal Fitness

Pupils will design and implement a 6 week training programme to achieve goals and objectives that they set themselves. They will plan this using knowledge from unit 1 keeping a training diary and reviewing the training programme after.

Year 11- During the second year students will complete the following units:

Unit 2 – Practical Sport

Pupils will demonstrate their practical ability and understanding of 2 sports as well as explaining the rules, scoring systems and officials that operate within the sports.

The students will have already completed unit 6 in year 9, this unit looks at Leading Sports Activities

Pupils will learn the attributes associated with successful sports leadership. They will then undertake the planning and leading of a sports festival for primary school students and then finally they will review the event.

Learning Activities and Teaching Approaches:

For most units students are taught the course content and are then assessed through a mixture of practical observations and written coursework. However in unit 1 the students are assessed through an online exam that is one hour long and has a maximum of 50 marks.

Assessment and Mastery:

Students are formally assessed after each unit but grades are submitted on Go4Schools. Homework includes Mastery HW's on the exam topics with some homework based around coursework they complete.

Support:

A weekly BTEC catch up is held throughout the year, students are encouraged to come to ensure they meet deadlines and get support with their coursework when they need it. Pupils will complete the Level 2 Sports Leaders course in year 10, which will compliment and work towards criteria in Unit 6 for the primary festival.