



**Newman**  
Catholic College  
Everyone Counts  
Everyone Contributes  
Everyone Succeeds

# NEWMAN CATHOLIC COLLEGE

## YEAR 9 OPTIONS BOOKLET

2020/2021

## INTRODUCTION

Key Stage 4 is an important and exciting new phase in your life.

### Introduction

In the last three years you have studied a broad and balanced curriculum that has given you access to the best that has been thought and said “. This has provided you with the knowledge base that will empower you to move to the next stage of your life.

We are very proud of the range of subjects we offer at Newman Catholic College and we work hard to make sure that you experience a high quality curriculum. The fact that every pupil has received their entitlement to benefit from a wide range of subjects is a reflection of our ethos and commitment to the concept of “powerful knowledge “as the central transforming element in your lives. You now have the opportunity from the start of Year 10 to begin to focus on areas of study that offer a particular attraction to you and the way you wish to live your life in the years ahead.

This options booklet is designed to help you, with our support to plan the next stage of your life. Although you will be examined in your GCSEs in May / June 2022, many of the subjects will also offer you a progression pathway right through to Year 13 and 2024.

When making choices, the following questions might help:

1. Would my choice make for a well-balanced timetable?
2. What am I really interested in?
3. What am I good at?
4. What do I enjoy doing?
5. What is relevant to my future studies or possible career choice?

Some words of wisdom...

- ▶ keep thinking about your choices - this will give you enough time to come to the right decision
- ▶ do not confuse interest with ability – it is possible to be very keen on a subject without being particularly good at it!
- ▶ do not focus too much, on what career you think you want when you are older – you will probably change your mind many times before you get a job!
- ▶ Try to achieve a good balance of subjects – this will keep your future options open.
- ▶ Think about the skills that each subject will teach you – a good balance between the arts, humanities and sciences will lead to a more rounded student. We would strongly recommend you consider continuing the study of at least one practical subject to GCSE level.

## WHAT CHOICES DO I HAVE?

This Key Stage 4 Curriculum Information Booklet outlines the programmes of study available in Years 10 and 11 at Newman Catholic College

The Newman Catholic College Key Stage 4 Curriculum is divided into Pathways to ensure that the requirements of the National Curriculum are met by providing a broad and balanced curriculum for each pupil. The Core Curriculum of GCSE English, Mathematics, Science and Religious Education are taken by all students. Additionally you will select further GCSE subjects and/ or vocational pathways from a long list.

(All students will also have Games lessons in the two-week cycle)

Each Pathway is colour coded:

Yellow Pathway: For students achieving Grade 5 or above in most KS3 Teacher Assessments and likely to achieve 8 or more good GCSE grades including English Language and Literature, Maths, Single Sciences or Combined, Humanities (History or Geography) and a Modern Foreign Language. This is known as the English Baccalaureate (or E-Bacc).

Green Pathway: For students achieving mainly Grade 4 in most KS3 Teacher Assessments and likely to achieve 8 or more good GCSEs.

Blue Pathway: For students achieving mostly Grade 3(or below) in KS3 Teacher Assessments

### **Option Subjects**

Each pupil can choose Option subjects in each of the three Pathways. The Option Choices in each Pathway are shown on the Pathways Forms. The Option subjects are; GCSE Art, GCSE Design & Technology, BTEC Performing Arts, BTEC Sport, BTEC Business Studies, Information Technology, GCSE French, GCSE Spanish, GCSE Geography, GCSE History and GCSE Music.

While every effort will be made to ensure that your choices are met as far as possible, it is inevitable that a few pupils will not be able to follow either their first choice pathway or subjects. It is therefore very important that you indicate alternative choices.

### **The English Baccalaureate**

Since 2010 the Government has insisted that as many students as possible study a package of GCSEs known as the English Baccalaureate or Ebacc. It is to be awarded to any pupil who secures GCSE Grades 5 and above in all of the following subject areas:

- ❖ English (Language and Literature)
- ❖ Maths
- ❖ Two Sciences (including Computer Science)
- ❖ A modern language (including a language spoken fluently/ studied outside school)
- ❖ A humanity subject: History or Geography

### **Grading System**

GCSEs are graded 1-9 (9 = highest)

## **CORE SUBJECTS**

### **ENGLISH**

#### **Key Stage 4 overview**

At Key Stage 4 students follow a course designed to effectively deliver the AQA English Language and English Literature GCSEs.

Students will be taught how to **read** and appreciate a range of fiction and non-fiction texts. They will read whole novels and plays as well as extracts from texts. The depth and power of the English literary heritage is covered extensively throughout the course but pupils do have access to modern texts as well. They will learn to understand and critically evaluate texts and are encouraged to learn quotations by heart and use them to support points they make in critical evaluations and essays. Analysing and evaluating the impact of a writer's choice of vocabulary, form, grammatical and structural features using 'The 6 Steps'; making personal responses to texts and understanding the contexts of each text studied are also key features of the Language and Literature courses.

Students will learn to **write** accurately, fluently, effectively and at length for pleasure and information by adapting their writing for a wide range of purposes and audiences. They will be taught how to select and organise ideas, facts and key points. Students will learn how to select and use judiciously vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate. Students will also be taught how to make notes and to draft as well as to revise, edit and proofread, reflecting on and restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.

Pupils will be taught to **speak** confidently, audibly and effectively using Standard English. They will also learn to work effectively in groups, listen to and build on the contributions of others as well as learning to improvise, rehearse and perform play scripts and poetry.

**Year 10-**, our students enjoy 10 lessons over 2 weeks. They are exposed to a range of contemporary, classic and cross-cultural texts.

Following the AQA specification, students will sit two, un-tiered examination papers in English Language at the end of Year 10 with the opportunity to retake as necessary at the end of Year 11. The GCSE course begins in Year 9 and focuses on students' ability to analyse and explore fiction and non-fiction texts from the 19th to 21st century and to write for a variety of purposes and audiences. They are also assessed in Spoken English through a formal presentation.

Students are encouraged to work independently using our excellent library facilities and GCSEPod. Homework is set weekly and students complete extended essays, conduct contextual research, prepare for assessments, exam style questions and are challenged to learn and explore the key quotations from the texts they are studying.

#### **English Language and Literature study:**

The transferrable skills required for the new GCSE are carefully embedded into all our schemes of learning. The GCSE curriculum is organised into the following units of work:

- Creative writing in different genres, formats and styles
- Writing to argue and persuade
- Reading challenging historical and contemporary non-fiction texts
- Reading contemporary and pre - 20th century prose and drama texts
- Poetry (using AQA's Anthology 'Power and Conflict' cluster.
- Responding to unseen poetry

**Literary texts studied include:**

- An Inspector Calls
- Dr Jekyll & Mr Hyde

**Year 11-**, our students enjoy 10 lessons over 2 weeks. They will review and sharpen the skills learned in Year 10 and will continue to be challenged in their reading of both English language and literature material. Year 11 begins at the end of Year 10 and pupils focus on GCSE English Literature. There are two, un tiered exams at the end of Year 11 with the opportunity to retake English Language as necessary.

Students are encouraged to complete homework weekly and this is typically in the form of revision, practice examination questions and wider reading.

**Students will be trained in the following skills:**

- Referring to quotations and the writers' language;
- Exploring language, structure and form;
- Relating to and knowing the social and historical contexts;
- The quality of their written communication, expression and clever use of vocabulary

**Literary texts studied include:**

- Macbeth
- Dr Jekyll and Hyde
- Lord of the Flies
- An Inspector Calls
- A range of contemporary and pre - 20th century poetry, including AQA Conflict poetry from the Anthology

**Enrichment and Intervention**

We offer many successful enrichment and intervention programmes to support learning in English including:

- Focused school revision and catch-up sessions
- In school workshops delivered by local theatre groups
- A collaboration with the Year 12 Gifted and Talented Drama students to perform key Shakespeare texts
- Writing Competitions
- Trips to museums, local and national theatres
- A tailored intervention programme
- Study skills presentations, including how to revise, learning styles and having a growth mind-set
- Homework Clubs

## Useful Websites

<http://www.englishbiz.co.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/english/>

<http://www.revisioncentre.co.uk/gcse/english/>

<http://www.universalteacher.org.uk>

<http://www.guardian.co.uk>

<http://www.shakespearesglobe.com>

<http://www.rsc.org.uk>

<http://www.nationaltheatre.org.uk>

## MATHS

### Mathematics

We believe that inspired and motivated pupils, with outstanding teaching as well as timely and appropriate scaffolding and support, will thrive in Maths.

Our vision for the Mathematics curriculum at Newman Catholic College intends to instil in students an appreciation for the beauty and power of mathematics and an understanding of how it permeates every aspect of our day-to-day lives. We recognise and celebrate the highly inter-connected nature of mathematics. Students are given the opportunity to build upon their prior knowledge and make connections between topics within the subject itself and across different fields of education and employment. The knowledge of Mathematics empowers our students, as it is essential to everyday life, critical to science, technology and engineering, and necessary for most forms of employment.

### GCSE exams and specification

At the end of Yr11, students will sit three exam papers: one non-calculator, two calculators. Each paper lasts 90 minutes and comprises of 80 marks. The exam board is Edexcel (specification 1MA1).

Students will follow either the Foundation or the higher scheme of work – the Foundation tier covers grades 1-5 and the higher tier grades 4-9.

We follow a 2-year KS4 course (years 10 and 11) aimed at equipping our students with the mastery they require to be successful in their GCSE examination. The learning will be building on the foundation set in KS3 for developing fluency and instilling confidence and curiosity in the young people in our charge. Broadly, content covers topics from the following areas

## Foundation

- Number (22 - 28%)
- Algebra (17 - 23%)
- Ratio, proportion, rates of change (22 - 28%)
- Geometry and measures (12 - 18%)
- Probability & Statistics (12 - 18%)

## Higher

- Number (12 - 18%)
- Algebra (27 - 33%)
- Ratio, proportion, rates of change (17 - 23%)
- Geometry and measures (17 - 23%)
- Probability & Statistics (12 - 18%)

## Teaching and Learning

Students are taught in sets, according to attainment levels, in order to provide targeted support and maximise success in their GCSE examinations. We use regular low-stake testing to secure knowledge, and encourage students to retrieve information, thereby informing subsequent learning.

Regular homework is set at least weekly, with a range of written and online tasks. Students receive detailed feedback on all written homework, and are given time to use this feedback to address misconceptions and improve the quality of their work.

All students are required to bring their full Mathematical equipment to each and every lesson, as well as a scientific calculator approved by the exam board (Edexcel recommends the Casio fx-85GTX Classwiz). Both Maths sets and calculators can be purchased on ParentPay at subsidised prices.

## Supporting your son's revision at home

It is important to build good study habits from the outset – your son should aim to revise Mathematics 30 minutes, three times a week. In order for this time to be most effective, he should plan to cover both the topics recently studied in class, as well as have previous learning.

To help identify areas to focus on your son should use a combination of previous exam papers (marked by his teacher) and feedback from homework assignments. Should he need additional support with this, he should speak to his class teacher in the first instance.

Additional practice tests or material are available online (see list of useful websites below). Your son will also have access to the PiXL Maths App and GCSE Pod, which can further support his revision.

Due to the wealth of material made available to your son for free by the department, both online and in the format of exam papers and booklets, we do not recommend the purchase of any specific revision guide.

## Extended offer

Our Maths department is very proud to offer a range of extra-curricular activities aimed at challenging our students and broadening their mathematical horizons.

Yr10 students are invited to participate in the UKMT Individual Challenge. This is an enjoyable and aspirational national competition that runs annually, and preparation is carried out throughout the year.

Our Maths department also has links with the Kings College London Maths School. They run masterclasses and holiday revision workshops, designed to improve problem-solving skills with the aim of challenging students working towards the highest grades in their GCSE exams.

Our team of teachers is passionate about delivering Financial Education to all students. We have been working alongside Young Money, a charity sponsored by Martin Lewis (of “MoneySavingExpert”), to engage students with a variety of money matters including debt, borrowing, savings, fraud, taxation, etc. Local banks have been generous enough to support us by running whole-school assemblies and workshops as part of our offering.

Finally, we are keen to promote wider links for our students by organising purposeful educational visits to enrich their cultural capital. Examples of trips include Bletchley Park, “Maths in Action” conferences and the Science Museum.

### Useful websites for this subject

[www.hegartymaths.com](http://www.hegartymaths.com)

[nrich.maths.org/](http://nrich.maths.org/)

[qualifications.pearson.com/](http://qualifications.pearson.com/)

[corbettmaths.com](http://corbettmaths.com)

[bbc.co.uk/bitesize](http://bbc.co.uk/bitesize)

[mrbartonmaths.com](http://mrbartonmaths.com)

[drfrostmaths.com/](http://drfrostmaths.com/)

[www.transum.org](http://www.transum.org)

[gcsepod.com](http://gcsepod.com)

[khanacademy.org](http://khanacademy.org)

## SCIENCE

### **Vision & Rational**

We aim to foster the intellectual, social, creative, physical, moral and spiritual development of all our pupils. We will foster confident individuals and responsible citizens who display the following attributes

### **Curriculum Provision**

#### Curriculum Design

A rich web of knowledge is what provides the capacity for pupils to learn even more and develop their understanding.

“This does not preclude the importance of skill. Knowledge and skill are intrinsically linked: skill is a performance built on what a person knows. That performance might be physical or cognitive, but skills matter and they cannot be separated from knowledge. They are, if you like, the ‘know-how’ in applying the ‘known’. Knowledge and the capacity it provides to apply skills and deepen understanding are, therefore, essential ingredients of successful curriculum design.”

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

- **The national curriculum for science aims to ensure that all pupils:**
  - develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ( **Intent 1,5,6,8**)
  - develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them (**Intent 1, 4,6**)
  - are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future (**Intent 2,3,7**)

**Wrap around curriculum:**

**Enrichment (Intent7)**

An additional after school enrichment programme includes a range of activities, Science Club, after school study skills club. There is daily support for homework in the library. Extra Study Support is also in place especially for Year 10 and Year 11 depending on the individuals learning needs.

**Year 7-11 DROP-DOWN Learning Days**  
**DROP-DOWN** Learning Days, when the normal lesson timetable is suspended, take place during the year. These days allow students to learn in different ways such as off site, with external providers and a range of students. These days cover Staying Safe, British Values, Study Skills, Pathways and work ready skills.

**Pupil Premium, BCRB, Refugees and UASCs**

Science fair competition and Biomedica meltdown competition.  
 Imperial College mentored projects- enrichment trips-enrichment days.  
 Deliver Science in the context of black Caribbean, African and other minority scientists and refer to the countries of origin in terms of resources, discoveries, diseases and climate.

**Curriculum Pathway**

Pathway	Year 7	Year 8	Year 9	Year 10	Year 11
A	KS3 Science		Year 9 curriculum: Bridging the Gap between KS3 and KS4	KS4 Combined Science Trilogy	Separate Sciences

<b>B</b>	Foundation Curriculum (phase 1)	KS3 Science and bridging the gap between KS3 and KS4	KS4 Combined Science
----------	------------------------------------	--	----------------------

### Key stage 3 Curriculum:

Year 7 will consist of 2 pathways:

#### **Phase 1: Foundation path**

#### **Phase 2: Mainstream path**

These pathways are designed in order to support the different learning styles and needs of all students:

#### **Phase 1**

This phase is designed to support and bridge the gap between the concepts and ideas in KS2 and KS3. This phase consists of consolidating the concepts, processes and knowledge that should have been gained throughout KS2. This phase will be for students with huge gaps in their KS2 knowledge and understanding. In addition, for students that score very low baseline grades. It aims to:

- Bridge the gap and consolidate the topics of KS2 while still teaching ideas and concepts of KS3
- Develop more literacy skills e.g. keywords, sentence structures (science has its own language!)
- Give students the chance to build on basic understanding therefore leading to analysis and evaluation skills.

Year 7 (phase 1) will continue to develop their scientific knowledge and understanding through year 8 before bridging the gap in year 9 between KS3 and KS4. This will be done at a foundation level in order to support the students with the learning and understanding they need prior to KS4.

#### **Phase 2**

This phase is designed for students who have a secure understanding of ks2 concepts and ideas as well as for those with appropriate baseline grades. The KS3 curriculum will build on their solid prior knowledge to allow for progression and aim to focus on scientific enquiry and skills. This pathway aims to:

- Build on solid prior knowledge to allow for faster progression
- Focus on literacy skills and numeracy skills at a higher level
- Focus on scientific enquiry and skills

These students will continue to develop their scientific knowledge and understanding through year 8 before bridging the gap in year 9 between KS3 and KS4. This will be done at a higher level in order to facilitate support and provide challenge.

### Key Stage 4 Curriculum

All students at NCC will continue to study all three sciences, i.e. a balanced science course, through to GCSE. It is envisaged that all pupils who are more science focused will study three separate sciences (Biology, Chemistry and Physics) in three, 60-minute periods per week, per subject, gaining three separate GCSE qualifications. This is certainly the best route for all who may eventually study one or more science subjects in the Sixth Form.

### **Combined Science Award (AQA Trilogy)**

The combined science course is also offered for those whose interests or strengths lie away from the sciences. Based on three, 60-minute periods per fortnight, per subject, this will lead to a Science qualification that is equivalent to two full GCSEs. The syllabus is separated into discrete areas of Biology, Chemistry and Physics, all of which are taught by subject specialists from the Department.

#### **Biology**

Cell Biology, Organisation and Bioenergetics. Infection and Response. Homeostasis and Response.

Inheritance, Variation and Evolution. Ecology

#### **Chemistry**

Atomic Structure and the Periodic Table. Bonding, Structure, and the Properties of Mater. Quantitative Chemistry, Chemical Changes and Energy Changes.

The Rate and Extent of Chemical Change. Organic Chemistry, Chemical Analysis and Chemistry of the Atmosphere. Using Resources.

#### **Physics**

Forces, Waves, Magnetism and Electromagnetism.

Energy, Electricity, Particle Model of Matter and Atomic Structure.

#### **Examinations**

There are six examinations: Two Biology, Two Chemistry and Two Physics. Each exam is 1 hour and 15 minutes long and worth 70 marks.

### **Separate Sciences Awards**

#### **Biology**

This subject encourages pupils to ask questions about themselves and the world in which they live. Students will develop a concerned and informed awareness of relationships between living organisms, of

Relationships between organisms and their environment, and the effect of human activities on these relationships. Above all, the aim is to promote a respect for all forms of life.

#### **Summary of Content**

Cell Biology, Organisation and Infection and Response.

Bioenergetics, Homeostasis and Response. Inheritance, Variation and Evolution. Ecology

#### **Practical Component**

There will be ten required practicals conducted throughout the course to develop pupils' practical skills. Questions in the written exams will draw on the knowledge and understanding pupils have gained by

Carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

#### **Examinations**

There are two examinations, Paper 1 and Paper 2, each is 1 hour 45 minutes - 100 marks.

#### **Teaching**

This single subject is taught in three 60-minute periods per fortnight. It must be studied with single subject Chemistry and Physics leading to three full Science GCSEs.

#### **Careers**

Many higher education courses require a qualification at Key Stage 4 in Science, and Biology usually satisfies this requirement if grade 5 or better is obtained. This course will provide important foundation material supporting further study of Biology at A Level.

## Separate Sciences Awards

### Chemistry

Increasingly, modern chemistry is focusing on a detailed understanding of the processes at a molecular level, in living systems on the one hand and the structure and properties of exciting new materials on the other.

Knowledge of a wide range of everyday chemicals and materials used in the home, in agriculture and in industry is still required and plenty of practical experience is provided during the course.

#### Summary of Content

Atomic Structure and the Periodic Table. Bonding, Structure, and the Properties of Matter.

Quantitative Chemistry, Chemical Changes and Energy Changes. The Rate and Extent of Chemical Change.

Organic Chemistry, Chemical Analysis and Chemistry of the Atmosphere. Using Resources

#### Practical Component

There will be ten required practicals conducted throughout the course to develop pupils' practical skills. Questions in the written exams will draw on the knowledge and understanding pupils have gained by

Carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

#### Examinations

There are two examinations, Paper 1 and Paper 2, each is 1 hour 45 minutes - 100 marks.

#### Teaching

This single subject is taught in three 60-minute periods per fortnight. It must be studied with single subject Biology and Physics leading to three full Science GCSEs.

#### Careers

Chemistry occupies a central position between the physical and biological sciences, and is an essential requirement at A Level for many courses such as Medicine, Veterinary Science, Chemical Engineering and some life sciences.

## Separate Sciences Awards

### Physics

The new Physics GCSE is a fascinating introduction to the fundamental study of the universe, matter and interactions. It is easy to be left behind in a technological world that is changing fast. A grasp of basic

Physics provides the necessary understanding that will enable active participation in this dynamic world. The AQA Physics course at NCC makes full use of the latest applications to make physics a highly up-to-date and more relevant subject.

#### Summary of Content

Forces, Energy and Waves.

Electricity, Magnetism and Electromagnetism. Particle Model of Matter, Atomic Structure. Space Physics.

#### Examinations

There are two examinations, Paper 1 and Paper 2, each is 1 hour 45 minutes - 100 marks.

#### Teaching

This single subject is taught in three 60-minute periods per fortnight. It must be studied with single subject Biology and Chemistry leading to three full Science GCSEs.

#### Careers

This course enables pupils to gain a better understanding of our world and the laws of physics, while also providing a better preparation for A Level for those pupils who are considering this option.

**Please note our Science department also offers KS5 BTEC Science.**

### **Key Stage 4 Overview**



GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. The course will also enable learners to gain knowledge and understanding of two religions Catholic Christianity and Judaism.

GCSE Religious Studies provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effect on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

#### **Component 1: Foundational Catholic Theology**

**Written examination: 1 hour 30 minutes**

**37.5% of qualification**

Candidates will study the following two themes. All questions are compulsory.

Theme 1: Origins and Meaning

Theme 2: Good and Evil

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

#### **Component 2: Applied Catholic Theology**

**Written examination: 1 hour 30 minutes**

**37.5% of qualification**

Candidates will study the following two themes. All questions are compulsory.

Theme 1: Life and Death

Theme 2: Sin and Forgiveness

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

#### **Component 3: Study of a World Faith**

**Written examination: 1 hour**

**25% of qualification**

Candidates will study the beliefs, teachings and practices of Judaism.

This component is common with Component 3 in route A, though candidates must study (Option 4) Judaism.

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

## OPTION SUBJECTS

### MODERN FOREIGN LANGUAGES

#### **Key Stage 4 Overview**

#### **French and Spanish**

Students work to develop their competence in the 4 key language areas of reading, writing, speaking and listening with an equal amount of time devoted to each of these skills in lessons. The department has also launched a greater focus on mastery of grammar which has been very successful in ensuring that pupils are able to work more independently. Students are expected to complete one main homework per week as well as revising for a weekly vocabulary assessment based on the topics studied over the course of the year. We use an array of online and interactive resources. Second language competence is strength in the department and is celebrated. Students are invited to take part in plays and discussions in the target language. Extra modules are offered for G&T students, including the study of Culture and media in the Target language.

Topics are divided and taught in a progressive manner, with the addition of translation skills, to fit in with the new demands of new assessments. Students make use of websites, textbooks and a translation book, together with a mixture of authentic materials such as newspapers, magazines and blogs to access the language. Films, trips, music and food also help enrich our new curriculum.

#### **Useful Websites for French and Spanish**

<http://www.bbc.co.uk/languages/>

<http://www.linguascope.com/>

<http://www.20minutes.fr/>

<http://fr.euronews.com/>

### GEOGRAPHY

#### **Key Stage 4 Overview**

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. It helps students make sense of their surroundings and the wider world.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

## **Course Outline- AQA**

### **Paper 1 - Living with the physical environment**

#### **Section A – The Challenge of Natural Hazards**

- Natural Hazards
- Tectonic Hazards
- Weather Hazards
- Climate Change

#### **Section B – The Living World**

- Ecosystems
- Tropical Rainforests
- Hot Deserts

#### **Section C – Physical Landscapes in the UK**

- UK Physical Landscapes
- Coastal Landscapes
- River Landscapes

#### **Exam Structure:**

- 1 hour 30 minutes
- 88 marks in total
- **35% of final mark**

### **Paper 2- Challenges in the Human Environment**

#### **Section A – Urban Issues and Challenges**

- The Urban World
- Urban Change in the UK
- Sustainable urban development

#### **Section B – The Changing Economic World**

- The Development Gap
- Nigeria: a newly emerging economy
- The Changing UK economy

#### **Section C – The Challenge of Resource Management**

- Resource Management
- Energy

#### **Exam Structure:**

- 1 hour 30 minutes
- 88 marks in total
- **35% of final mark**

### **Paper 3- Skills and Issue Evaluation**

#### **Section A – Issue Evaluation**

Pre-released material 12 weeks before the exam. This will be analysed and interpreted.



## **Section B – Fieldwork**

Questions on general fieldwork techniques as well as fieldwork students will carry out themselves.

### **Exam Structure:**

- 1 hour 15 minutes
- 76 marks in total
- **30% of final mark**

<b>HISTORY</b>
----------------

### **Key Stage 4 Overview**

History is a fascinating subject, full of interesting people, places, events and stories about the lives of people from the past. It is the belief of the department that the lives' of everyone who study the past will be enriched for knowing about the influences that have shaped and made them the people they are. Studying about the past is rewarding and interesting, which offers a window on different times and places, and where people lived much different lives to our own. Developing an understanding of the past is essential to the education of every child if we are to develop our students into mature, considerate adults, capable of forming their own opinions and making decisions about their life.

### **Course Outline - Edexcel Specification**

Paper 1: Thematic study and historic environment

**Written examination: 1 hour and 15 minutes**

30% of the qualification

Warfare and British society, c1250–present

London and the Second World War, 1939–45.

Paper 2: Period study and British depth study

**Written examination: 1 hour and 45 minutes**

40% of the qualification

Henry VIII and his ministers, 1509–40

Superpower relations and the Cold War, 1941–91

Paper 3: Modern depth study

**Written examination: 1 hour and 20 minutes**

30% of the qualification

Russia and the Soviet Union, 1917–41

## ART and DESIGN

### Key Stage 4 Overview

GCSE Art and Design is the right subject for you if you enjoy:

- developing your visual skills and engaging with the creative process of art, craft and design
- developing and refining ideas
- visits to galleries, museums, workshops and studios
- experimenting and taking risks with your work, and learning from your experiences.

It is important that you have a passion for the subject and a desire to know more about historical, contemporary and worldwide art; and how to use art materials and processes effectively to develop and express your own great ideas.

This course will give you the skills to enjoy, engage with and produce visual arts throughout your life.

The course is broad and flexible. You will develop your visual skills and build a portfolio of work by completing a wide range of activities and in-depth assignments. Throughout the course, you will:

- develop and explore ideas
- select and experiment with appropriate media, materials, techniques and processes
- record your ideas, observations and insights
- present personal and meaningful responses

The GCSE qualification comprises of 2 components.

#### **Component 1: Personal Portfolio (60%)**

Students are required to create work associated with areas of study chosen from **at least two** of the five endorsed titles, which are Fine Art; Graphic Communication; Textile Design; Three Dimensional Design; Photography.

You will produce a portfolio of work based on tasks agreed with your teacher.

#### **Component 2: Externally Set Assignment (40%)**

Students are required to create work associated with **at least one** area of study.

You will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.

By following a course you will develop transferable skills such as problem solving, communication and critical thinking skills, which will prepare you for further study or the world of work, regardless of the subjects or career you wish to pursue.

If you wish to study Art beyond GCSE, you could do a Level 3 course such as A Level Art and Design or BTEC Nationals in Art and Design.

## Design and Technology – Key Stage 4 Overview

GCSE Design and Technology will 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 apply technical and practical expertise.

Our GCSE allows students to study core technical, designing, and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

### Year 10

At year 10, students will cover different aspects of the core technical, designing, and making principles. They will also be required to complete different focused practical tasks as well as completing a mini project. In addition, students will be set weekly homework tasks.

### Year 11

At year 11, students will focus primarily on completing the Non-Exam Assessment (NEA) as well as completing the remaining aspects of the core technical, designing, and making principles. They will also be tested regularly under exam conditions. Throughout the year, students will be required to attend revision sessions at lunchtime and on a designated evening after school. In addition, students will be set weekly homework tasks.

## Specification at a Glance

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessments at the end of the course.

### Assessments

<b>Paper 1</b>
<b>What's assessed</b> <ul style="list-style-type: none"><li>● Core technical principles</li><li>● Specialist technical principles</li><li>● Designing and making principles</li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>● Written Exam: 2 Hours</li><li>● 100 Marks</li><li>● 50% of GCSE</li></ul>
<b>Questions</b> <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.

**Section B – Specialist technical principles (30 marks)**

Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles

**Section C – Designing and making principles (50 marks)**

A mixture of short answers and extended response questions.

**Non – Exam Assessment (NEA)**

**What's assessed**

Practical applications of :

- Core technical principles
- Specialist technical principles
- Design and Making principles

**How it's assessed**

- Non – exam assessment (NEA): 30-35 hours approx.
- 100 marks
- 50% of GCSE

**Task(s)**

- Substantial design and make task
- Assessment criteria :

Identifying and investigating design possibilities

Producing a design brief and specification

Generating Design Ideas

Developing Design Ideas

Realising Design Ideas

Analysing & Evaluating

- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner.
- Contextual challenges to be released annually by AQA on June 1<sup>st</sup> in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence

- Work will be marked by teachers and moderated by AQA.

### Useful Websites for Design and Technology

Technology Student - <http://www.technologystudent.com/>

Stem Learning - <https://www.stem.org.uk/gcse-design-and-technology-resources>

Data - [www.data.org.uk](http://www.data.org.uk)

## BUSINESS STUDIES

Our goal is to make the students' learning experience as real, applicable, relevant, varied and interesting as possible. Students are encouraged to learn by using local and national business, the media, Internet, their friends and family.

Business gives our students a number of transferable skills which they will be able to apply throughout their lives, including but not limited to: problem solving, teamwork, time management, an understanding of both personal and business finance, job application writing, CV writing, interview skills and the knowledge to start a business of their own in the future.

One of the important aspects of our approach is to instil into learners who have a limited experience of the world of business insights into the daily operations of different businesses ranging from start-ups to multinational corporations. The delivery of the BTEC Business is enriched and extended by the use of learning materials, classroom exercises and internal assessments that draw on current practice in, and experience of, the sector being studied.

This draws on the use of:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners to local workplaces

Students study 4 modules, 3 are assessed via coursework and one through an on screen exam.

Unit 1 – Exploring Business (Coursework)

Unit 2 – Personal and Business Finance (On Screen Exam)

Unit 3 – Enterprise in the Business World (Coursework)

Unit 8 – Recruitment and Selection (Coursework)

**The Business Department also offers very successful KS5 courses.**



### Information Technology – Key Stage 4 Overview

The collection and communication of data and storing of data/information happens all around us. Technology underpins how it is collected and communicated nearly all of the time. It can be seen in all walks of life, from a wearable fitness tracker recording how many steps you have taken; your mobile phone provider recording your usage to create your bill or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as the learner moves through education and into employment.

This vocational qualification will provide you with the opportunity to acquire the skills required to manage and present data. You will learn how to manage a project through its lifecycle (initiation, planning, design, execution and evaluation)

The course will also go through key legal, ethical and moral rules regarding the use of technology, as well as ways to mitigate risks with technologies such as cybersecurity.

### Specification at a Glance

The course will cover the following topics:

- Project Lifecycle
  - Phases of project - initiation, planning, execution and evaluation
  - Project planning tools and techniques
  - Project methodologies such as waterfall, iterative
  - Project review and monitoring
  - Project evaluation
- Data Management
  - Understanding what is data vs information
  - Data collection - method, tools, devices, evaluation of appropriate methods and tools for different audience and purpose, data validation
  - Processing and manipulation data - storing data (spreadsheets vs database), performing calculations, selecting or filtering appropriate data, creating models
  - Presenting data - creating dashboards and charts, different software for presenting data (word, desktop publishing, web technologies), appropriateness of different data presentation formats and software for different audience and purpose
  - Evaluating and revise - draw conclusions on data and the methods, providing recommendations and revising approach taken
- Considerations for use of technologies
  - Threats to data such as malware, hacking, social engineering
  - Prevention and management of threats such as user access restriction, data protection through firewalls, testing
  - Policies to manage data and security
  - Legal considerations such as data protection act, computer misuse act
  - Ethical considerations such as impact on people/organisation on distribution of information, ensuring validity of information published and avoiding bias

## Assessment

Pupils will be evaluated of their skills and knowledge of information technology through the following 2 means of assessment:

- **Written Paper**, 1 hr 45 mins, Externally Assessed
- **Project work**, Internally Assessed

Pupils will be awarded a Distinction, Merit or Pass at Level 1 or 2 based on their performance on the assessment.

## DRAMA/PERFORMING ARTS



### Key Stage 4 Overview

There has never been a more challenging time to study for a qualification in Performing Arts.

If you are considering a career in theatre in the UK studying Performing Arts (Drama) at key stage 4 and 5, will give you the opportunities to take part in a rewarding, challenging and exciting career.

According to the Theatre Work Force Review 2019, there were 642,000 jobs in the cultural sector, with 286,000 of those estimated to be in music, performance and visual arts. Acting is a very important job in the theatre however the performing arts industry also needs:

Accountants, Agents, Archivists, Bookkeepers, Carpenters and Construction workers, Casting agents, Chaperones, Company managers, Costume designers and makers, Education workers, Electricians, Events management, Exhibition curators, Chefs, waiters and bar staff, Fundraisers, Lawyers, Lighting and sound designers, Technicians and operators, Makeup artists.

These are just some of the jobs that a qualification in performing arts prepare you for.

[www.discovercreative.careers](http://www.discovercreative.careers) – This is a very useful website that allows you to explore a range of careers in the theatre.

Learners will follow RSL Exam Board Qualifications L1/ L2. These qualifications consists of 5 different units-

The link below will give you a detailed outline of the units.

<https://dochub.com/cbeirne-francis/7J4mQvgRvJeeb9gRj2pO5n/capa201e-live-performance-level-2-external-oct-2020-pdf>

- 1 - Live Performance
- 2 - Acting for Camera
- 3 - Performing Text
- 4 - Vocal Techniques
- 5 - Working with masks or puppetry

Following a Btec course in Performing Arts is a rich and varied learning experience. As well as working with London's finest drama practitioners (directors, choreographers, writers and filmmakers), Students have the opportunity to experience West End shows, attend the Opera and work with all local theatres i.e. The Kiln, The Troubadour, The Bush Theatre and The Old Vic Theatre in London.

Students who continue to Level 3 Performing Arts enjoy success in their university applications, applying for a wide variety of university degree courses.

## PHYSICAL EDUCATION

### Key Stage 4 Overview

The aim of the Key Stage 4 programme is to build on the achievements and successes made at Key Stage 3, to have high levels of enjoyment and participation and to provide pupils with the opportunity to participate in sports/activities, which they may never have tried before.

In addition, to the KS3 programme

- Pupils will play different roles that are best suited to them within the activities undertaken, including those of performer, coach, leader and official.
- Be more independent & help guide their learning
- Their involvement in active lifestyles out of school and in later life is strongly influenced by their perception of their own skillfulness and personal competence, and the knowledge they have which gives them confidence in exercise and physical activity.

### BTEC Level Two First Award in Sport

- Qualification Structure

- The Edexcel BTEC Level1/Level 2 First Award in Sport is taught over 120 guided learning hours (GLH). It has core and optional specialist units. Learners must complete the two core units and a choice of optional units to reach 120 GLH.
- The BTEC First Award has units that your centre assesses (internal) and a unit Edexcel sets and marks (external)

**The PE department also offers KS5 courses.**

<b>MUSIC</b>
--------------

### **Key Stage 4 overview**

Students have the opportunity to learn an instrument, and develop musical skills and understanding.

Students will be given the opportunity to sing, perform on a variety of instruments, and listen to music critically and to compose music.

GCSE and Btec courses are available for Music at KS4. The Btec course focuses on performance, composition, managing a music product and a test on vocational uses of music (each 25%). The GCSE course has 30% for two performances, 30% for 2 compositions and 40% for a theory and listening test.

#### **Year 10**

BTEC - Performance and composition units are completed GCSE - 2 composition and 2 performances completed

#### **Year 11**

BTEC - managing a music product and the revision for the exam GCSE - preparation for the exam