



Year 9 Guided Choices
– Key Stage 4
CURRICULUM GUIDE
2020/2021

Introduction

Welcome to the Key Stage 4 Curriculum Guide. I hope you find this booklet useful in supporting your child in making their options choices during the Year 9 Guided Choices process.

It is our intention that this Guide should serve as a handy reference for parents and carers who have queries about their daughter's learning. This Guide includes all the subjects your daughter will study at Key Stage 4. Compulsory subjects such as English, Science, RS and Maths are included as well as our full range of options subjects.

Our aim is for each student to develop her learning skills as well as her knowledge and understanding through a rigorous and challenging programme. We encourage parents and students to read through this Guide to gain a better understanding of the content of each of the options subjects before making any final decisions on what students would like to study.

Please do not hesitate to contact the school if you have any queries.

Mr. Bailey

Assistant Head Teacher

Mulberry School for Girls

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The Curriculum

SUBJECT	YEAR GROUP	HEAD OF FACULTY	LESSONS PER WEEK
ENGLISH	10	Mr M. Hibbert	4
<u>Examination Board</u>	<u>Specification</u>		<u>Qualification</u>
AQA	Language – 8700 Literature - 8702		GCSE (9-1)
AIMS OF THE ENGLISH FACULTY			
<ul style="list-style-type: none"> • To develop every pupil's ability to use language with competence and confidence. • To foster a love of reading and to stimulate interest and enjoyment of literature. • To help pupils to make sense of themselves and the world around them by giving them access to creative ways in which to articulate their own experiences. 			
COURSE DESCRIPTION UNITS/MODULES			
<u>GCSE English Language</u>			
<ul style="list-style-type: none"> • Explorations in Creative Reading and Writing • Writers' Viewpoints and Perspectives • Spoken Language 			
<u>GCSE English Literature</u>			
<ul style="list-style-type: none"> • Shakespeare and the 19th-Century Novel • Modern texts and poetry 			
STUDENT GROUPING			
Students are in mixed ability groupings.			
HOW IT WILL BE ASSESSED			
<u>GCSE English Language</u>			
Paper 1 50% and Paper 2 50% externally assessed			
Non-examination assessment – Spoken Language – Assessed by the teacher			
<u>GCSE English Literature</u>			
Paper 1 50% and Paper 2 50% externally assessed			
HOMEWORK			
Homework will be set weekly by the class teacher.			
HOW IS THE COURSE TAUGHT			
This is an integrated course leading to two separate qualifications. Pupils study a variety of literary and non-literary texts. Lessons provide students with the opportunities to analyse literature and become skilled users of the English Language. Students will be encouraged to discuss ideas presented to us by writers and evaluate their success. They are also encouraged to write imaginatively, accurately and fluently.			
TEXT BOOKS/MATERIALS/VISITS			
Students will be provided with core texts.			

SUBJECT	YEAR GROUP	HEAD OF FACULTY	LESSONS PER WEEK
MATHS	10	Mr D. Chart	4
Examination Board		Specification	Qualification
AQA			GCSE (9-1)
AIMS OF THE MATHS FACULTY			
<ul style="list-style-type: none"> To provide opportunities for students to become confident with numeracy in everyday life. To teach students to use logic and encourage them to enjoy problem solving. To foster a love of mathematics and an enjoyment of number. 			
COURSE DESCRIPTION UNITS/MODULES			
<p>GCSE Mathematics covers a variety of topics including number, geometry, algebra and statistics. As well as learning a wide variety of new mathematical skills, students will also develop logical and problem solving skills during this course.</p> <p>There are six broad strands of mathematics:</p> <p>Number Algebra Ratio, proportion and rates of change Geometry and measures Probability Statistics</p>			
STUDENT GROUPING			
Students will be set based on their end of Year 9 attainment.			
HOW IT WILL BE ASSESSED			
<p>There are 3 examination papers for this course taken at the end of year 11</p> <ul style="list-style-type: none"> 1 x non-calculator 2 x calculator <p>Papers assess pupils' ability to solve problems in the context of Number, Algebra, Geometry and Handling Data.</p>			
HOMEWORK			
Two assignments are set per week			
HOW IS THE COURSE TAUGHT			
<p>The GCSE Mathematics course develops the material covered in Key Stage 3. Students will be introduced to a wide variety of new mathematical techniques, and will be expected to apply these and those learnt in KS3 to solve new and varied problems. All learning will focus on purposeful activities which promote thinking and reasoning. Pupils will continue to develop their reasoning, investigational and problem solving skills so they can present coherent and justified solutions to a wide range of problems. Pupils will develop mental agility in order to become efficient problem solvers.</p> <p>We teach a balance of Number, Algebra, Geometry and Statistics work, with Active Learning and Assessment for Learning at the heart of all our lessons.</p>			
TEXT BOOKS/MATERIALS/VISITS			
<p>Visits will happen throughout the year.</p> <p>External revision days are sometimes organised according to the needs of the cohort.</p>			

<u>SUBJECT</u>	<u>YEAR GROUP</u>	<u>HEAD OF FACULTY</u>	<u>LESSONS PER WEEK</u>
Combined science	10	Ms E. Petty	6
<u>Examination Board</u>	<u>Specification</u>		<u>Qualification</u>
AQA	Combined science: Trilogy		GCSE
AIMS OF THE SCIENCE FACULTY			
<ul style="list-style-type: none"> To inspire a love of science and develop an attitude of wonder about the world we live in. To enable pupils to understand how science works and to participate in scientific activities. To develop pupils' scientific literacy so they are confident and creative participants in scientific discussion. To provide flexible, context-driven programmes of learning: science for all and science for scientists. To develop pupils' knowledge about the opportunities available to them and their aspiration for further participation in science. To encourage teamwork and promote staff development. 			
COURSE DESCRIPTION UNITS/MODULES			
<p>This qualification is linear. Linear means that students will sit all their exams at the end of the course. Over the two year course students will study the following key themes in Biology, Chemistry and Physics to gain 2 GCSE grades in combined science.</p>			
Biology themes			
<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 			
Chemistry themes			
<ol style="list-style-type: none"> 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources 			
Physics themes			
<ol style="list-style-type: none"> 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism and electromagnetism 			

Over the duration of the course students will also be required to complete 21 key practicals in the 3 sciences, which they will be assessed on in their year 11 exams along with related key practical and mathematical skills.

STUDENT GROUPING

Ability groups

HOW IT WILL BE ASSESSED

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Students will sit all their exams at the end of the course in year 11.

HOMEWORK

Homework will be set in accordance with the School Homework Policy and will aim to consolidate class learning and give opportunities for extended research.

HOW IS THE COURSE TAUGHT

The course covers key themes in Biology, Chemistry and Physics, taught in units with strong links running between them. The KS3 curriculum prepares students for the expectations at GCSE level and this foundation is built upon to solidify practical and theoretical skills.

Students will develop their practical and analytical skills over the two year course and learn to apply them to a range of different contexts. They are encouraged to question and explore new ideas and concepts.

TEXT BOOKS/MATERIALS/VISITS

All course materials are provided, this includes access to an online textbook and related resources.

<u>SUBJECT</u>	<u>YEAR GROUP</u>	<u>HEAD OF FACULTY</u>	<u>LESSONS PER WEEK</u>
TRIPLE SCIENCE	10	Ms E. Petty	9 (6 + 3 in Golden Time)
<u>Examination Board</u>		<u>Specification</u>	<u>Qualification</u>
AQA		Biology/Chemistry/Physics	GCSE
AIMS OF THE SCIENCE FACULTY			
<ul style="list-style-type: none"> • To inspire a love of science and develop an attitude of wonder about the world we live in. • To enable pupils to understand how science works and to participate in scientific activities. • To develop pupils' scientific literacy so they are confident and creative participants in scientific discussion. • To provide flexible, context-driven programmes of learning: science for all and science for scientists. • To develop pupils' knowledge about the opportunities available to them and their aspiration for further participation in science. • To encourage teamwork and promote staff development. 			
COURSE DESCRIPTION UNITS/MODULES			
<p>This qualification is linear. Linear means that students will sit all their exams at the end of the course. Over the two year course students will study the following key themes in Biology, Chemistry and Physics to gain 3 separate GCSE qualifications:</p>			
Biology themes			
<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas 			
Chemistry themes			
<ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources 			
Physics themes			
<ol style="list-style-type: none"> 1. Energy 2. Electricity 3. Particle model of matter 			

4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Over the duration of the course students will also be required to complete 27 key practicals in the 3 sciences, which they will be assessed on in their year 11 exams along with related key practical and mathematical skills.

STUDENT GROUPING

Ability groups

HOW IT WILL BE ASSESSED

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Students will sit all their exams at the end of the course in year 11.

HOMEWORK

Homework will be set in accordance with the School Homework Policy and will aim to consolidate class learning and give opportunities for extended research.

HOW IS THE COURSE TAUGHT

The course covers key themes in Biology, Chemistry and Physics, taught in units with strong links running between them. Students will have three teachers for Science, one specialising in each discipline.

The KS3 curriculum prepares students for the expectations at GCSE level and this foundation is built upon to solidify practical and theoretical skills.

Students will develop their practical and analytical skills over the two year course and learn to apply them to a range of different contexts. They are encouraged to question and explore new ideas and concepts.

TEXT BOOKS/MATERIALS/VISITS

All course materials are provided, this includes access to an online textbook and related resources.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
CITIZENSHIP	10	Ms R. Burlton	3
Examination Board		Specification	Qualification
EDEXCEL		1CS0	GCSE
AIMS OF THE CITIZENSHIP DEPARTMENT			
<p>Democracies need active, informed and responsible citizens; citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. Our aim is to develop our students into active citizens who are:</p> <ul style="list-style-type: none"> • aware of their rights and responsibilities as citizens; • informed about the social and political world; • concerned about the welfare of others; • articulate in their opinions and arguments; • capable of having an influence on the world; • active in their communities; • responsible in how they act as citizens. 			
COURSE DESCRIPTION UNITS/MODULES			
Theme A: Living together in the UK:			
How have communities developed in the UK? What is identity? What are democratic values and where do they come from? How does local democracy work?			
Theme B: Democracy at work in the UK			
Who runs the country? How does Parliament work? How is power shared between Westminster and the devolved administrations? How does government manage public money?			
Theme C: Law and justice			
What is the law for and how does it affect us? How does the justice system work? Is crime increasing in society?			
Theme D: Power and influence			
What power and influence can citizens have? What role and influence should the media have? Does the UK have power and influence in the wider world?			
Theme E: Taking citizenship action			
Students will use and apply their citizenship knowledge, understanding and skills to take action to try and make a difference, create a benefit or change in society. Students will carry out an investigation leading to citizenship action and will develop the following skills:			
<ul style="list-style-type: none"> • research and enquiry • interpretation of evidence • planning • collaboration • problem-solving • advocacy and campaigning • evaluation 			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
At the end of the course students will sit two 1 hour and 45 minute exams each of which will be worth 50% of the final grade.			

Paper 1

Section A: questions are focused on Theme A: Living together in the UK

Section B: questions are focused on Theme B: Democracy at work in the UK

Section C: questions are focused on Theme C: Law and justice

Section D: extended-response questions related to two or more of specification Themes A–C.

Paper 2

Section A: questions are focused on the students' own citizenship action.

Section B: questions are focused on others' actions relating to Theme D: Power and influence.

Section C: questions are focused on Theme D: Power and influence. One question will also link to content in one of Themes A–C.

HOMEWORK

Homework will be set in accordance with the School Homework Policy.

HOW IS THE COURSE TAUGHT

In order to ensure the highest success for the students a significant period of year 10 will be spent working on the student's 'ACTIVE CITIZENSHIP' project (Theme E above). During this time students will engage with the school community and local community in researching, presenting and campaigning for a local or global issue of their choice.

The remaining themes will be taught in class with teachers using a range of media and sources to support the learning of the course content. Students will also be supported in developing the various writing skills needed for the exam with peer and teacher assessment taking place regularly throughout the 2 years.

TEXT BOOKS/MATERIALS/VISITS

Copied textbook packs are provided.

Visits and visitors to the lessons will happen throughout the year.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
HISTORY	10	Mr L. Watts	3
Examination Board		Specification	Qualification
EDEXCEL			GCSE

AIMS OF THE HISTORY DEPARTMENT

At Mulberry we aim to inspire students and create curiosity about the past. To this end we focus on active learning strategies and an enquiry based model for the History Curriculum.

We want to help students learn to:

- Appreciate the achievements of individuals and societies.
- Question source material and interpretations of the past.
- Argue rationally using historical evidence to support their ideas.
- Understand the nature of cause and consequence, continuity and change, similarity and difference.
- Write clearly and concisely using a range of genres.
- Appreciate the diversity of the world and to develop their own religious, cultural and political views through an understanding of the past.
- Develop essential study skills such as the ability to locate and extract relevant information from a wide variety of sources; detect bias; analyse information; and develop their own original theories and ideas.

COURSE DESCRIPTION UNITS/MODULES

History is a fascinating subject and the modern world era has some very interesting topics that students can explore in depth. Students will study four modules:

Unit 1: Thematic Study: Crime and Punishment in Britain 1000 to present

You will look at a thousand years of history to see how crimes have been punished. You will also study how and why certain types of criminal activities no longer exist, whilst others still persist. You will be able to explore how the modern day police force was created and you will investigate why Jack the Ripper was never caught, despite murdering several women in Whitechapel.

Unit 2: Henry VIII and his ministers, 1509-1540

You will study how and why Henry VIII changed Britain forever. Why did he change the religion of the country? How well did he get along with the French King? Why did some people dislike Henry so much? Why did he leave England in so much debt? You will also investigate how his advisors, people such as Cardinal Wolsey and Thomas Cromwell, were able to manipulate Henry for their own benefit.

Unit 3: Superpower relations and the Cold War, 1941-1991

You will study the period after World War Two, known as the Cold War. In 1941 The USA and the Soviet Union were allies, whose aim was to defeat Hitler and the Nazis. However by 1963 these two 'friends' almost destroyed each other with nuclear weapons, you will investigate how and why this happened. You will also look at why the Soviet Union trapped half of Berlin behind a wall and why they decided to launch their unsuccessful invasion of Afghanistan in 1979.

Unit 4: Weimar and Nazi Germany, 1918-39

You will study how Germany went from one of the most open and liberal societies in Europe to a brutal and oppressive dictatorship under Adolf Hitler. Was Hitler's rise to power inevitable or was he very lucky? You will also look at how the Nazis revolutionised every aspect of German life, how were young people affected? What limits did the Nazis place on women? Who did the Nazis persecute and why?

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

You will sit three exams at the end of Year 11. Two exams are worth 30% each and the final exam is worth 40%. These exams last between 1 hour 15 minutes and 1 hour 45 minutes.

HOMEWORK

Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT

At Mulberry there is an active approach to teaching History as teachers want students to be as excited about the past as they are! This means that teachers use a range of sources to ensure that students can relate to the era studied. Teachers use photographs, cartoons, posters, newspapers, video clips, movies, radio broadcasts, songs and textbooks to help students to understand the issues. Teachers then show students how to use this evidence to build, present and defend their very own interpretations of the past. And while students will need to write some essays, they will also have the opportunity to make movies, design board games, build web pages and go on field trips.

TEXT BOOKS/MATERIALS/VISITS

Visits will happen throughout the year.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
GEOGRAPHY	10	Mr P Henricksen	3
Examination Board	Specification		Qualification
EDEXCEL B	B		GCSE
AIMS OF THE GEOGRAPHY DEPARTMENT			
<p>The study of geography helps make sense of our beautiful, complex and dynamic world and prepares students for their role as a global citizen in the twenty-first century. Geography stimulates an interest in and a sense of wonder about places. It explains how places and landscapes are formed, how people and environment interact and how a diverse range of economies and societies are interconnected. It builds on students' own experiences to investigate the personal to the global. Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, for the present and future. Fieldwork is an essential element of this. Students will learn to think spatially using maps, visual images and new technologies including geographical information systems, to obtain, present and analyse information. Geography inspires students to think about their own place in the world, their values and responsibilities to other people, to the environment and the sustainability of the planet.</p> <p>There are a number of key concepts that underpin the study of geography, which students need to deepen and broaden their knowledge, skills and understanding.</p> <p>These concepts are:</p> <ul style="list-style-type: none"> • Place • Space • Scale • Interdependence • Process (human and physical) • Cultural Diversity 			
COURSE DESCRIPTION UNITS/MODULES			
<p>Students start the GCSE Edexcel B geography course in year 9 and study the content and skills over 3 years. There are 3 components / exam papers which contain the following topics-</p> <p>Component one – Hazardous Earth/Development Dynamics/Challenges of an Urbanising World</p> <p>Component two – The UKs evolving physical landscape – Coastal change and conflict and River processes and pressures. The UKs evolving human landscape which includes a case study of London. Geographical Investigations which includes one physical fieldwork investigation and one human fieldwork investigation.</p> <p>Component three - People and the biosphere/ Forests under threat/Consuming energy resources</p>			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
Papers 1 and 2			
Both papers are 1 hour 30 mins and total 94 marks each counting as 37.5% each of the final grade			

Each topic will contain a mix of questions from 1 to 12 marks using resources. Paper one examines topics in component one and paper two examines topics in component two. **Paper three** is a resource based decision making paper in 4 sections worth 54 marks based on the topics of component three.

HOMEWORK

Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT

A wide range of resources are used in lessons so that all types of learners can access lessons. Resources range from Digimaps and Kerboodle to videos and fieldwork.

TEXT BOOKS/MATERIALS/VISITS

Textbooks for the new specification – student access through Kerboodle. Compulsory fieldtrips to meet the new exam criteria and a residential fieldtrip.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
RELIGIOUS STUDIES	10	Ms A Askor	2
Examination Board		Specification	Qualification
			GCSE
AIMS OF THE RS DEPARTMENT			
<p>The department want to make students think about their own beliefs and also about the beliefs of other people. That is why there are two main targets in Religious Studies:</p> <ul style="list-style-type: none"> • Learning about religion • Learning from religion <p>Students will have opportunities to reflect on their own beliefs and apply their own moral and religious understanding to a variety of ethical dilemmas that they or other people in the world will face in everyday life.</p>			
COURSE DESCRIPTION UNITS/MODULES			
<p>At KS4 the new requirements for RS at GCSE level require students to learn about religious beliefs and practices from the perspective of two major world religions as well as looking at a variety of philosophical and ethical themes. The course consists of two components.</p>			
Component 1: The study of religions, beliefs, teachings and practices			
Students will undertake an in depth study of the beliefs and practices of two religions:			
In year 9 students will complete the second part of component 1 which is an in depth study of Christian beliefs and practices.			
Christianity: Students should understand that Christianity remains the main religious tradition of great Britain and be clear about denominational differences.			
Topics: beliefs about God, the trinity, Jesus' incarnation. Birth, death and resurrection, salvation, beliefs about life after death, different forms of worship, sacraments, pilgrimage, festivals and celebrations and the role of the church in the local and worldwide community.			
In year 10 students completed the first part of this component with an in depth study of Islamic beliefs and practices.			
Islam: Students must have an understanding of the diversity of beliefs within Islam (Sunni / Shi'a)			
Topics: Risalah, The Imamate in Shi'ah Islam, Qu'ran, Shari'ah, 6 articles of faith in Sunni and the 5 roots of Usul ad-Din in Shi'a Islam, Nature of God, Angels, Predestination (Al Qadr), Akhirah, The 5 pillars of Islam and the 10 obligatory acts of Shi'ah Islam, use and functions of the mosque, Jihad, Festivals including Eid-ul-Fitr, Eid ul- Adha and Ashura.			
Later in year 10 and then in year 11 students will study the following 4 themes.			
Component 2: Thematic studies			
Students will undertake a study of four philosophical and / or ethical themes.			
Theme A: Relationships and families: Sexual ethics, marriage, divorce, families and gender equality.			
Theme B: Religion and Life: The origins of the universe and human life, treatment of the environment, the use and abuse of animals, the sanctity of life in relation to abortion and euthanasia.			
Theme C: The existence of God and revelation: Philosophical arguments For and AGAINST the existence of God, miracles, divine revelation through direct revelation, through nature and through scripture.			
Theme E: Religion, Crime and Punishment: crime and the causes of crime, the aims of punishment, the treatment of criminals, forgiveness and the death penalty.			

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

Two exams of 1 hour and 45 minutes at the end of year 11. One for each component above. Each examination will consist of four sets of questions. Each set of questions has a common 5 part structure consisting of a 1 mark multiple choice question, then 2 marks, 4 marks, 5 marks and a 12 mark extended answer question.

HOMEWORK

Homework will be set weekly in line with the schools homework policy. In year 11 additional weekly revision tasks will be set to help students to revise the work that they covered in year 10.

HOW IS THE COURSE TAUGHT

Students are taught in mixed ability groupings and are encouraged to discuss their ideas in order to challenge, to consolidate understanding and to develop an ability to listen to and respect the views of others.

S SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT/ FACULTY	LESSONS PER WEEK
BENGALI	10	Mr. F.Zakaria/Ms M.Villar	3
Examination Board	Specification		Qualification
AQA	8638		GCSE(1- 9)
AIMS OF THE BENGALI DEPARTMENT			
<ul style="list-style-type: none"> To enable pupils to communicate effectively in real-life situations To encourage a creative use of the target language by developing an understanding and mastery of the structures involved To engage the interest of all pupils and to provide enjoyment and intellectual stimulation To offer insights and access to the culture concerned by enhancing diversity. To form a base of skills, attitudes and language required for further study To enable pupils to compete advantageously in the world of work 			
COURSE DESCRIPTION UNITS/MODULES			
<p>The Bengali GCSE course is designed mainly for pupils whose mother tongue is Bengali. It aims to develop the ability to use the language properly for practical communication. It will enable pupils to read, understand, appreciate and maintain an interest in Bengali culture, civilization and literature. The course also develops their existing bi-lingual skills. Topics studied include:</p> <p>Unit 1- Theme: Health : Healthy and unhealthy lifestyles and their consequences.</p> <p>Unit 2- Theme:Relationship and Choices: Relationships with family and friends</p> <p>Unit 3- Theme: Shopping :Fashion, advantage and disadvantages of new technology</p> <p>Unit 4-Theme:Leisure : Free time and the Media</p> <p>Unit 5- Theme:Holidays :Plans, preferences and experiences. What to see and getting around.</p> <p>Unit 6- Theme: Home and Environment:Home and Local area. Special occasion celebrated at home.</p>			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
<p>Listening: 25% Speaking: 25% Reading: 25% Writing: 25%</p>			
HOMEWORK			
Homework will be set by following MFA school policy and MFL guidelines. Homework will include a variety of tasks including memorising vocabulary and grammar; comprehension exercises and writing tasks.			
HOW IS THE COURSE TAUGHT			
<p>Students will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the Translation strand as part of the New Curriculum. All skills are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to share with their</p>			

peersmates details of their heritage and comparing where their families originally came from and how those societies may differ to life in Britain today. Also students will be expected to participate in role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

TEXT BOOKS/MATERIALS/VISITS

Students will be provided with grammar booklets, dictionaries and vocabulary booklets. Also, students can have access some activities in the Mulberry Learning Platform.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT/ FACULTY	LESSONS PER WEEK
FRENCH	10	n/a / Ms M. Villar	3
Examination Board		Specification	Qualification
AQA		8658	GCSE (1-9)
AIMS OF THE FRENCH DEPARTMENT			
<ul style="list-style-type: none"> • To prepare students for a wide range of occupations and further study • To enable pupils to communicate effectively in real-life situations • To encourage a creative use of the target language by developing an understanding and mastery of the structures involved • To engage the interest of all pupils and to provide enjoyment and intellectual stimulation • To offer insights and access to the culture of the French speaking world by enhancing diversity. • To enable pupils to compete advantageously in the world of work • To enable students to use the language they have learnt to promote open and respectful dialogue. 			
COURSE DESCRIPTION UNITS/MODULES			
Unit 1- Theme : Current and future study and employment			
Life at School and College			
Unit 2- Theme: Local, national, international and global areas of interest:			
Travel and Tourism			
Unit 3- Theme: Current and future study and employment:			
Education Post-16			
Unit 4-Theme:Local, national, international and global areas of interest:			
Social Issues: Healthy and Unhealthy Living			
Unit 5- Theme: Identity and culture:			
Marriage and Partnership			
Unit 6- Theme: Identity and culture:			
Technology in Everyday Life			
GROUPING			
Mixed attainment groups			
HOW IT WILL BE ASSESSED			
Listening: 25%			
Speaking: 25%			
Reading: 25%			
Writing: 25%			
HOMEWORK			
Homework will be set by following MFA school policy and MFL guidelines. Homework will include a variety of tasks including memorising vocabulary and grammar; comprehension exercises and writing tasks.			
HOW IS THE COURSE TAUGHT			
Pupils develop key skills through a variety of activities. These skills include listening, reading, speaking, writing, translation from French into English and translation from English into French. Pupils will develop the skills to have a spontaneous conversation in French. Pupils will learn about the cultures and traditions from a variety of French-speaking countries. Authentic material is used as much as possible in order to attune pupils to the language in its most natural state. In lessons students will have the opportunity to study many aspects of living in today's society. They will explore criminal and civil law and how these differ in various countries, including Britain today.			

Pupils are encouraged to be creative with the language that they speak and write. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

TEXT BOOKS/MATERIALS/VISITS

Year 10 pupils will have access to a variety of resources including the AQA text book and Kerboodle. Also, students can have access some activities in the Mulberry Learning Platform.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT/FACULTY	LESSONS PER WEEK
SPANISH	10	Ms L. Kay /Ms. M Villar	3
Examination Board		Specification	Qualification
AQA		8698	GCSE (1-9)
AIMS OF THE SPANISH DEPARTMENT			
<ul style="list-style-type: none"> • To prepare students for a wide range of occupations and further study • To enable pupils to communicate effectively in real-life situations • To encourage a creative use of the target language by developing an understanding and mastery of the structures involved • To engage the interest of all pupils and to provide enjoyment and intellectual stimulation • To offer insights and access to the culture of the Spanish speaking world by enhancing diversity. • To enable pupils to compete advantageously in the world of work • To enable students to use the language they have learnt to promote open and respectful dialogue. • 			
COURSE DESCRIPTION UNITS/MODULES			
Unit 1- Theme : Current and future study and employment			
Life at School and College			
Unit 2- Theme: Local, national, international and global areas of interest:			
Travel and Tourism			
Unit 3- Theme: Current and future study and employment:			
Education Post-16			
Unit 4-Theme:Local, national, international and global areas of interest:			
Social Issues: Healthy and Unhealthy Living			
Unit 5- Theme: Identity and culture:			
Marriage and Partnership			
Unit 6- Theme:Identity and culture:			
Technology in Everyday Life			
GROUPING			
Mixed attainment groups			
HOW IT WILL BE ASSESSED			
Listening: 25%			
Speaking: 25%			
Reading: 25%			
Writing: 25%			
HOMEWORK			
Homework will be set by following MFA school policy and MFL guidelines. Homework will include a variety of tasks including memorising vocabulary and grammar; comprehension exercises and writing tasks.			
HOW IS THE COURSE TAUGHT			
Pupils develop key skills through a variety of activities. These skills include listening, reading, speaking, writing, translation from Spanish into English and translation from English into Spanish. Pupils will develop the skills to have a spontaneous conversation in Spanish. Pupils will learn about the cultures and traditions from a variety of Spanish-speaking countries. Authentic material is used as much as possible in order to attune pupils to the language in its most natural state. Pupils are encouraged to be creative with the language that they speak and write. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.			

TEXT BOOKS/MATERIALS/VISITS

Year 10 pupils will have access to a variety of resources including Viva, Mira, AQA text book in Kerboodle. Also, students can have access some activities in the Mulberry Learning Platform.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
Art, Craft and Design	10	Ms I. Miah-Sahin	3
Examination Board	Specification		Qualification
EDEXCEL	Art, Craft and Design (1AD0)		GCSE
AIMS OF THE ART DEPARTMENT			
<ul style="list-style-type: none"> To develop imagination and equip students with the tools to express themselves creatively through Art and Design. To develop self-confidence and raise self-esteem through Art. To foster the love of Art and Design as an involvement for life, both as critic and creator. To enable students to understand and appreciate the educational, historical, social and cultural role of Art and Design. To raise awareness of cultural issues and encourage empathy and respect for diversity within the community in which they live. 			
COURSE DESCRIPTION UNITS/MODULES			
Coursework Unit 1- Natural Forms			
Coursework Unit 1 - Using past exam themes – Fragments, Reflections and Distortions, Beginning and/or End, Rhythms and Cycles.			
Exam Unit 2 - Externally Set Assignment			
<p>The art elements students will explore are line, shape, form, colour, pattern and texture. The main practices that students will study are: drawing, painting and collage, textile design, 3D studies, critical and historical studies, ICT and digital photography. Students will develop their use of art vocabulary and will analyse and evaluate their own work and the work of other artists. Students will create a range of independent design ideas to be able to experiment and create a refined final piece.</p> <p>The course is assessed through the following:</p>			
Component 1 – Personal Portfolio 60% weighting			
<p>The personal portfolio of work is comprised of two different project themes. Responses to the themes should demonstrate knowledge and understanding through developing and exploring ideas, researching primary and contextual sources, experimenting with media, materials, techniques and processes and presenting a personal response.</p> <p>All work is internally set and is teacher assessed and marked. A sample of work is externally moderated by a visiting moderator.</p>			
Component 2 - Externally set Assignment, 40% weighting			
<p>The ESA represents the culmination of the GCSE course as it draws together all the knowledge understanding and skills developed in Component 1.</p> <p>Work should include preparatory studies showing a portfolio of development work. A Personal Response is created during a 10 hour practical examination based on the ESA thematic starting point. All work is teacher assessed and marked. A sample of work is externally moderated by a visiting moderator.</p>			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
Understanding Levels 1 – 9			
<p>Embedding and implementing 1 – 9 level system with students. Develop students understanding of this through the use of exemplars to demonstrate how to achieve success and make progress. Encourage students to become familiar with the key words, descriptors and visual resources.</p>			

Students are given performance calculators to help them understand what each level means. Students understand their starting point and how to achieve their end target for each year.

The coursework and externally set assignment will be marked both internally and externally. The units will be marked separately using Edexcel assessment grids which cover four main assessment criteria. The marks will be calculated by Edexcel to create a final Level from 1 - 9.

Unit 1 Coursework

Two theme based sketchbooks with portfolio studies and two final pieces - internally assessed and externally moderated (**60%**)

Unit 2 Externally Set Examination

Externally set theme one sketchbook with portfolio studies and one final piece created in a 10 hour exam –internally marked and externally moderated (**40%**)

Assessment Objectives

AO1 Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

HOMEWORK

Students are expected to spend at least 3 – 4 hours per week on developing and extending their portfolio work. Homework is set to support students in managing their time effectively and encouraging them to extend, experiment and explore their ideas further. Clubs are available 5 days per week in the art rooms to provide students with the opportunity, space, materials and support to meet all the assessment objectives to a high standard.

HOW IS THE COURSE TAUGHT

The course is taught in line with Edexcel assessment objectives to ensure that students fulfil all criteria and are able to achieve success. Students are taught to develop:

- Creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence
- Cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies
- Personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

TEXT BOOKS/MATERIALS/VISITS

All students will be given an A3 sketchbook to record and develop their projects against the assessment objectives. Assessment objectives are **Develop, Refine, Record** and **Present**.

- Generating and developing ideas informed by primary and contextual sources
- Refining their ideas through experimenting with media, and developing and applying skills
- Researching, recording, analysing and reviewing their own and others' work

- Selecting, creating, realising and presenting personally developed outcome(s)

Students will have the opportunity to work with a range of media and materials such as print making, ceramics, sculpture, painting, drawing, mixed media, collage, photography, weaving, Photoshop etc.

Students will have the opportunity to attend visits to galleries and museums, which link with their work. They will also experience artist in residence projects where they are able to work as part of a creative project.

<u>SUBJECT</u>	<u>YEAR GROUP</u>	<u>HEAD OF DEPARTMENT</u>	<u>LESSONS PER WEEK</u>
MUSIC	10	Ms E Parfitt	3
<u>Examination Board</u>	<u>Specification</u>	<u>Qualification</u>	
EDUQAS	C660U30-1 MUSIC	GCSE	
AIMS OF THE MUSIC DEPARTMENT			
<ul style="list-style-type: none"> To develop imagination and equip students with the tools to express themselves creatively through Music. To develop self-confidence and raise self-esteem through Music. To foster the love of Music as an activity for life, both as audience and creator. To enable students to understand the educational, historical, social and cultural purposes of Music. 			
COURSE DESCRIPTION UNITS/MODULES			
<p>A fun and practical course designed to develop students' prior knowledge, understanding and key skills of Music at Key Stage 3. This specification enables learners to develop knowledge and understanding of music through four interrelated areas of study:</p> <p>Area of study 1: Musical Forms and Devices</p> <p>Area of study 2: Music for Ensemble</p> <p>Area of study 3: Film Music</p> <p>Area of study 4: Popular Music.</p> <p>The specification has three components based on the three skills of performing, composing and appraising. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience. Knowledge and understanding of each area of study is assessed explicitly in Component 3. However, learners are also required to perform and compose music using conventions, styles or idioms linked to at least one area of study. Learners may choose the same or different areas of study for Components 1 and 2. Learners will also have the opportunity to follow their own musical interests in composition and performance.</p>			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
<p>60% Practical coursework split into 2 units: 30% Performance – Solo and Ensemble performance 30% Composition – 1 set brief, 1 free composition 40% Listening and analysing – written exam paper based on the x8 set pieces (1hour 15mins at the end of Year 11)</p>			
HOMEWORK			
Homework will be set in line with the school homework policy.			
HOW IS THE COURSE TAUGHT			
<p>Music lessons aim to improve performing skills and this is supported by a 25 minute instrumental lesson per week. In addition, music is constructed from initial ideas through to the finished product, and students learn to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years.</p>			
TEXT BOOKS/MATERIALS/VISITS			
<p>Visits to a variety of live performances related to the course. Eduqas GCSE text book</p>			

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
DANCE	10	Ms S. Smyth	3
Examination Board		Specification	Qualification
AQA		8236	GCSE
AIMS OF THE DANCE DEPARTMENT			
<ul style="list-style-type: none"> To develop imagination and equip students with the tools to express themselves creatively through dance. To develop self-confidence and raise self-esteem through dance. To foster the love of dance as an activity for life, both as audience and creator. To enable students to understand the educational, historical, social and cultural purposes of Dance. 			
COURSE DESCRIPTION UNITS/MODULES			
<p>This course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts. The course focuses on the three interrelated strands of performance, choreography and appreciation which students have studied through KS3 Dance.</p> <p>The practical component of the course enables students to study dance by ‘doing’ and the dance anthology of professional works provides a springboard for creative and engaging practical tasks. The study of the anthology facilitates the development of students’ skills in performance and choreography as well as broadening their knowledge and understanding of dance and their ability to critically appraise dances of different styles and cultural influences.</p> <p>Component 1: Performance and choreography (60%) Students perform set phrases through a solo performance (approximately one minute in duration) and perform in a duo/trio (three and a half minutes in duration) demonstrating knowledge, understanding and application of the skills required for performance. Students also choreograph a complete solo or group dance; responding creatively to an externally set stimulus.</p> <p>Component 2: Dance Appreciation (40%) Students develop their knowledge and understanding of choreographic skills and processes. They also develop critical appreciation of their own work and that of professionals. The written exam is 1 hour 30 minutes and is based on students’ own practice in performance and choreography, and the GCSE Dance anthology.</p>			
STUDENT GROUPING			
Mixed ability group.			
HOW IT WILL BE ASSESSED			
Component 1: Performance and Choreography (NEA Assessment)			
<i>This component is internally examined and externally moderated.</i>			
Performance (30%)			
<ul style="list-style-type: none"> Set phrases through a solo performance 12 marks (approximately one minute in duration) 			

- Duet/trio performance **24 marks** (**three** minutes in a dance which is a maximum of **five** minutes in duration) Mental skills **4 marks**

Choreography (30%)

- Solo or group choreography – a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes) **30 marks**

Component 2: Dance appreciation

Written exam: 1 hour 30 minutes **80 marks** (40%)

- Questions - Based on students' own practice in performance and choreography and the GCSE Dance anthology.

HOMEWORK

Homework will be set in accordance with the School Homework Policy. Students will be set weekly written homework relating to their dance appreciation component. Students will also be expected to hold weekly independent rehearsals in the dance studio for their performance and choreography component.

HOW IS THE COURSE TAUGHT

Students are taught through learning sequences that include appreciation, choreography and performance tasks relating to the assessment objectives of each unit of study.

TEXT BOOKS/MATERIALS/VISITS

All resources are provided by the school and will be available on the VLE and in paper form; anthology dance works videos, interview transcripts, fact-files, subject specific vocabulary and GCSE dance specification. All students have opportunities to attend theatre visits to view professional dance works throughout the academic year.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
DRAMA	10	Ms A. Hargreaves	3
Examination Board	Specification		Qualification
EDEXCEL	2DR01		GCSE
AIMS OF THE DRAMA DEPARTMENT			
<ul style="list-style-type: none"> To develop imagination and equip students with the tools to express themselves creatively through Drama. To develop self-confidence and raise self-esteem through Drama. To foster the love of Theatre Arts as an activity for life, both as audience and creator. To enable students to understand the educational, historical, social and cultural purposes of Drama. 			
COURSE DESCRIPTION UNITS/MODULES			
<p>The GCSE is divided into three components and is a combination of coursework, performance exam and written exam.</p> <p>The course is assessed through the following:</p> <p>Component 1 is teacher assessed and externally moderated and is a practical component with a written document to back up the learning: create and develop a devised piece from a stimulus, worth 40% of the qualification.</p> <p>Component 2 is externally assessed by a visiting examiner: students will perform two key extracts from a performance text, worth 20% of the qualification.</p> <p>Component 3 is a written examination: Theatre Makers in Practice. 1 hour 30 minutes written exam, worth 40% of the qualification and based on set text 'Blue Stockings' and an evaluation of a live piece of theatre.</p>			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
<p>Component 1 is internally assessed and externally moderated.</p> <p>Component 2 is externally assessed (visiting examiner for performance)</p> <p>Component 3 is externally assessed (written exam)</p> <p>Teacher assesses through contribution to practical work and ideas, performance and written outcomes, based on GCSE criteria.</p>			
HOMEWORK			
Homework will be set in accordance with the School Homework Policy. Homework will include rehearsing in groups (after school); written work; learning lines.			
HOW IS THE COURSE TAUGHT			
The course will develop students' interest and enjoyment in drama and theatre both as participants and as informed members of an audience. Students will experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively through developing devised and scripted work. The course is designed to develop personal self-confidence through performance and a deeper understanding of Drama and Theatre within an academic field.			
TEXT BOOKS/MATERIALS/VISITS			
<p>All relevant resources will be provided (exercise books and set texts).</p> <p>Theatre visits will happen throughout the year.</p>			

SUBJECT	YEAR GROUP	HEAD OF Department	LESSONS PER WEEK
FILM STUDIES	10	Mr D Gleghorn	3
Examination Board		Specification	Qualification
wjec			GCSE
AIMS OF THE MEDIA STUDIES DEPARTMENT			
This course is taught to encourage students: <ul style="list-style-type: none"> • To foster a love for cinema as a modern art form whilst understanding the commercial nature of their production. • To foster the creativity of students by developing expertise and self-confidence in the use of media equipment. • To understand how media representations of people and events are constructed and presented. • To explore Film from the perspective of their historical, social and cultural context. 			
COURSE DESCRIPTION UNITS/MODULES			
This course involves investigating a range of different Film genres and the historical context of the form; alongside in depth critical analysis and extensive research projects. Component 1: Key Developments in US Film Component 2: Global Film - Narrative, Representation and Film Style Component 3: Production			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
One coursework element: Film production or Screenplay			30%
Two examinations			70%
HOMEWORK			
Homework will be set in line with the school homework policy.			
HOW IS THE COURSE TAUGHT			
Components 2 and 3 will be taught in year one, and component 1 in year 2. Each component will be bookended with an assessment or mock exam.			
TEXT BOOKS/MATERIALS/VISITS			
Film students may visit exhibitions, studios, cinemas and media institutions in London such as the BBC or BFI over the course of their studies. The Department has an outstanding extra-curricular programme working with the Cutting East Film Festival, BFI London Film Festival, Barbican Film Festival, Young Journalists' Academy, European Film Festival for Young People, the Guardian and the BBC. We have regular speakers from all areas of the media and offer Masterclasses run by industry professionals. These have recently included Photography (Nikon), Film-making (Producer and Location Manager, ITV's Mr. Selfridge) and the Production of TV News (Editor – BBC News).			

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
COMPUTER SCIENCE	10	Ms Y. Khanum	3
Examination Board	Specification		Qualification
OCR			GCSE
AIMS OF THE COMPUTING DEPARTMENT			
<ul style="list-style-type: none"> • To develop, maintain and stimulate an interest and enjoyment in the use of ICT software and equipment; • To develop appropriate ICT skills, principles, methods and terminology and the ability to communicate and interpret information and concepts relevant to computing; • To assess and monitor students' progress and ensure progression and continuity in the acquisition of ICT skills; • To enable all pupils to have equal access to ICT and experience success in their work; • To use ICT to improve the learning experiences of all students, including those with learning difficulties or disabilities; • To encourage and allow students to adapt to the rapid technological changes in society; • To develop an awareness of social, economic and political consequences of the use of ICT for individuals and society; 			
COURSE DESCRIPTION - UNITS/MODULES			
<p>Computer Science is about problem-solving. A good Computer Scientist needs to have a passion for finding solutions, an ability to use mathematics and to work creatively. If you like to solve games and puzzles, then Computing is for you!</p> <p>Pupils studying this specification will learn the fundamentals of a computer system, computing hardware, software, representation of how data is stored in a computer system, databases, and networking. Students will also have the opportunity to develop and use programming skills to solve problems.</p> <p>There are 2 exams which are externally set and marked. Each exam makes up 40% of the GCSE grade.</p> <p>There is one Non-Exam Assessment which is a programming project worth 20% of the GCSE grade. The project is a controlled assessment and it requires 20 hours of guided learning in class with teacher supervision.</p> <p>Below is a more detailed breakdown of the course:</p> <p><u>Part 1: 40%, External examination on the following topics...</u></p> <p>Computer systems Topics covered are: Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns.</p> <p><u>Part 2: 40%, External examination on the following topics...</u></p> <p>Computational thinking, algorithms and programming Topics covered are: Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages, Data representation</p>			

Part 3: 20%, Externally set tasks

Programming project

The project includes the following: Programming techniques, Analysis, Design, Development, Testing and evaluation and conclusions

Pupils who study this course will learn to program using Python which is a high level programming language.

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

Part 1 and Part 2 are externally assessed.

HOW IS THE COURSE TAUGHT

The course is taught using a range of different strategies including student led activities, group work, paired work and whole class interactive activities.

HOMEWORK

Homework will be set in line with the school homework policy.

TEXT BOOKS/MATERIALS/VISITS

Visits will happen throughout the year.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
DESIGN & TECHNOLOGY	10	Ms H. CHETCUTI	3
Examination Board	Specification	Qualification	
WJEC	C600QS	GCSE	
AIMS OF THE DESIGN AND TECHNOLOGY DEPARTMENT			
<p>In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.</p> <p>The course is aimed at developing learners who want to work within a range of creative industries. Students can progress onto a range of apprenticeships or the A level Art and Design 'Graphic Communication' course in year 12. Students can go on to apply for an Art and Design Foundation course and/or specialise at degree level in a chosen discipline of the Arts. Students can combine a Graphics A level with the Sciences at A level and apply for a more STEM based career focus.</p> <ul style="list-style-type: none"> • They demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice. • They develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values. • They use imagination, experimentation and combine ideas when designing. • They develop the skills to critique and refine their own ideas whilst designing and making. • They communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing. • They develop decision making skills, including the planning and organisation of time and resources when managing their own project work. • They develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes. • They are ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses. • They consider the costs, commercial viability and marketing of products. • They demonstrate safe working practices in design and technology. 			
COURSE DESCRIPTION - UNITS/MODULES			
<p>Pupils can study the following content in years ten and eleven: Design and Technology.</p> <ul style="list-style-type: none"> • Technology and Our World • I phone holder DMA • Charm Bracelet- Resistant Materials • The functions of Mechanical Devices • SMART materials • How Electronic Systems provide functionality to products or processes. • The Use of Programmable Components • All courses give pupils opportunities for investigation, designing, making and evaluating which focus on the area they have chosen. 			
STUDENT GROUPING			
Mixed ability groups			

HOW IT WILL BE ASSESSED

Design and Technology- 50% coursework, 50% written examination

Design and Technology

Throughout the year 10 course, pupils will develop a core knowledge and understanding of the key technical principles;

- Design and technology and our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Materials
- With an in depth knowledge of; Papers & boards, Natural & manufactured timber, Ferrous & non-ferrous metals, Thermosetting & thermoforming plastics.

This will be taught through focused practical tasks and short design and make assignments. Pupils will choose a project from a range of contextual challenges in June to be submitted for final assessment in March in Year 11. The remainder of the year will be spent preparing for the written examination at the end of year 11.

HOMEWORK

Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT

This qualification is timetabled for 3 lessons per week. Lessons will take place in a design studio and workshop through a series of Design and Make tasks.

TEXT BOOKS/MATERIALS/VISITS

Students will use a range of learning materials such as; text books, video, planned visits, Frog VLE.

SUBJECT	YEAR GROUP	HEAD OF DEPARTMENT	LESSONS PER WEEK
Art and Design TEXTILES	10	Ms G Waller	3
Examination Board	Specification		Qualification
AQA	Art and Design (Textile Design) 8204		GCSE
AIMS OF THE TEXTILES DEPARTMENT			
<p>Textiles is part of the Design and Technology faculty where pupils combine practical and technical skills with creative thinking to design and make textiles products. Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.</p> <p>Within Textile Design GCSE we aim:</p> <ul style="list-style-type: none"> • To develop imagination and equip students to express themselves creatively • To develop self-confidence and raise self-esteem through the study of the subject • To foster a love of Textiles both as critic and creator • To enable students to understand and appreciate the educational, historical, social and cultural role of the subject 			
COURSE DESCRIPTION UNITS/MODULES			
Component 1 Personal Portfolio			
This is comprised of two projects based around the theme of Natural Forms. Responses should demonstrate knowledge and understanding through the development and exploration of ideas, researching primary and contextual sources, experimenting with media, materials and techniques and presenting a personal response.			
Component 2 Externally Set Assignment			
Work should include preparatory studies showing a portfolio of development work. A personal response is created during a 10 hour practical examination based on the ESA thematic starting point.			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
Component 1 Coursework (60%)			
Two theme based sketchbooks with portfolio studies and a final piece(s) which are internally assessed and externally moderated			
Component 2 Externally Set Assignment (40%)			
Externally set theme comprising research with developed portfolio studies and a final piece created in a 10 hour exam which is internally marked and externally moderated			
HOMEWORK			
Homework is set in accordance with the School Homework Policy. It is set for pupils to extend, experiment and explore their ideas further. After school intervention sessions are run each week allowing pupils to access specialist tools, materials and equipment. GCSE pupils are also able to use the facilities during lunchtime 'Catch-up' sessions.			
HOW IS THE COURSE TAUGHT			
The course is taught in line with AQA assessment objectives to ensure that students fulfil all criteria.			
AO1: Develop ideas through investigations, demonstrating critical understanding of sources			
AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes			
AO3: Record ideas, observations and insights relevant to intentions as work progresses			

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

TEXT BOOKS/MATERIALS/VISITS

All students have access to the main school library and also the specialist Textiles research books within the department.

Students will have the opportunity to work with a range of media and materials including drawing, painting, collage, photography and print making. Through to batik, sublimation printing, CAD/CAM and a range of traditional sewing and construction techniques.

Students will have the opportunity to attend visits to galleries and museums which link with their work.

SUBJECT	YEAR GROUP	HEAD OF FACULTY	LESSONS PER WEEK
FOOD PREPARATION AND NUTRITION	10	Ms T. Wilson	3
Examination Board	Specification		Qualification
AQA	8585		GCSE 9-1
AIMS OF THE DESIGN AND TECHNOLOGY DEPARTMENT			
<p>In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.</p> <ul style="list-style-type: none"> • They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. • Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate. • They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects. • Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate. 			
COURSE DESCRIPTION - UNITS/MODULES			
<p>This new GCSE is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart is the development of cookery skills.</p> <ul style="list-style-type: none"> • Written exam 50% of final marks – A mixture of multiple choice and written answers. • A food investigation where students demonstrate their understanding of the working characteristics, functional and chemical properties of ingredients. 25% of final marks. • A food preparation assessment where students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition is related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a three hour timeslot, planning in advance how this will be achieved. 25% of final marks. 			
STUDENT GROUPING			
Mixed ability groups			
HOW IT WILL BE ASSESSED			
NEA1 and NEA2 externally set, internally marked then moderated. Written exam externally assessed.			
HOMEWORK			
Homework will be set in line with the school homework policy.			

HOW IS THE COURSE TAUGHT

Food Preparation and Nutrition

Year 10 is all about acquiring practical skills and knowledge. The year will be spent developing student's understanding of food, nutrition, preparation and cooking of food. In Year 11 the focus will then be on the completion of the two internal assessments and the preparation for the written exam

TEXT BOOKS/MATERIALS/VISITS

AQA GCSE Food Preparation and Nutrition, A. Tull and G. Littlewood, Illuminate Publishing

