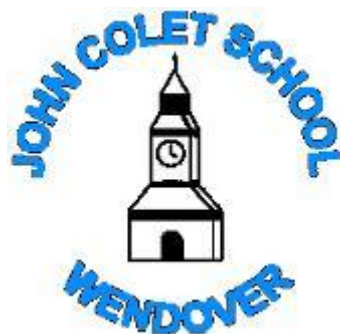


Year 9
Starting in September 2017

**Curriculum & Options
Booklet
2017/2020**



CORE SUBJECTS

English Language
English Literature
Maths
Science
Physical Education

+

Tutorial Period incorporating the following:
PHSE (Personal, Social & Health Education)
Study and Thinking Skills
Citizenship
Careers
Literacy & Numeracy

+

Reading hour in Year 9
Students follow a reading scheme aimed at enhancing their reading for pleasure as well as developing the skills needed to enable them to access subject specific texts.

+

4 Option Subjects

CORE SUBJECTS

SUBJECT: ENGLISH

Title of GCSE(s) : English Language / English Literature (2 GCSEs)

Exam Board: AQA

Specification Numbers: 8700 / 8702

Full or Short Course: Full

Linear or Modular: Linear

Details of timing of written exam papers showing the percentage value of final GCSE for each paper:

English Language

Paper 1: Explorations in creative reading and writing

1 hour 45 minutes

50% of GCSE

Paper 2: Writers' viewpoints and perspectives

1 hour 45 minutes

50% of GCSE

English Literature

Paper 1: Shakespeare and the 19th century novel

1 hour 45 minutes

40% of GCSE

Paper 2: Modern texts and poetry

2 hours 15 minutes

60% of GCSE

Coursework/Controlled Assessment:

All coursework and controlled assessment is being withdrawn as part of the changes to English GCSEs. Students' speaking and listening skills will still be assessed internally but the marks awarded will not contribute to the English Language GCSE grade. The mark achieved for the speaking and listening element will be reported separately, alongside the main qualification grade on the certificate.

General Information:

English Language

Students will be expected to be able to :

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading, to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

Students will read and be assessed on high-quality and challenging texts from the 19th, 20th and 21st centuries. Any text studied must represent a substantial piece of writing and make significant demands on students in terms of content, structure and the quality of language. The texts will be across a range of genres and types and used to support students in developing their own writing by providing effective models.

The texts used in English Language examinations will be "unseen", that is, students will not have studied them during the course. They will answer questions which show their abilities in :

- critical reading and comprehension
- summary and synthesis
- evaluation of a writer's choice of vocabulary, form, grammatical and structural features
- comparing two or more texts.

In their writing, students will need to show their abilities in :

- producing clear and coherent text
- writing for impact.

English Literature

Students will be expected to be able to :

- read a wide range of classic literature fluently and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- appreciate the depth and power of the English literary heritage
- acquire and use a wide vocabulary including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

The focus will be on studying a range of high quality, intellectually challenging and substantial whole texts in detail. The texts studied will include :

- at least one play by Shakespeare
- at least one 19th century novel
- a selection of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards.

In the examination students will answer questions on “unseen” texts which may or may not be by authors whose works the students have studied. They will be assessed on literal and inferential comprehension, critical reading, evaluation of writer’s choice of vocabulary and structural features and their ability to compare texts.

Timing and Grading

Examinations for both English Language and English Literature will all be taken at the end of Year 11. All examinations will be untiered, i.e. there will be no higher / foundation paper, all students will sit the same examination papers.

The grades awarded will change from the current A*-G scale to 9 – 1, with 9 being the highest.

SUBJECT: MATHEMATICS (Years 9 – 11)**Title of GCSE:** Edexcel GCSE in Mathematics**Exam Board:** Edexcel**Syllabus Number:** 1MA1**Full or Short Course:** Full**Linear or Modular:** Linear

Details of timing of written exam papers showing the percentage of final GCSE for each paper:

Each paper can be sat at one of two tiers of entry.

Higher tier Grades 9-4

Foundation tier Grades 1-5

These are all terminal exams which are:-

- Externally assessed
- The exam will be sat June of Year 11

Overview of assessment:-

- Three written papers: each contributes 33.3% of the final grade (1 non-calculator and 2 calculator papers)

The assessment units will assess the following

AO1 recall and use their knowledge of the prescribed content

AO2 select and apply mathematical methods in a range of contexts

AO3 interpret and analyse problems and generate strategies to solve them

Mathematics Year 9 – 11

Weighting of Assessment Objectives for GCSE full course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE

HIGHER:

Assessment Objectives	Overall weighting of AOs (%)
Number	18%
Algebra	33%
Ratio, Proportion and Rates of change	23%
Geometry and Measures	23%
Statistics and Probability	18%

FOUNDATION:

Assessment Objectives	Overall weighting of AOs (%)
Number	28%
Algebra	23%
Ratio, Proportion and Rates of change	28%
Geometry and Measures	18%
Statistics and Probability	18%

Coursework/Controlled Assessment:

N/A

Brief outline of coursework/controlled assessments:

N/A

General Information

- The new Maths GCSE will be more demanding with additional content, greater assessment and an increase to the time spent teaching.
- The subject content is split into three groups:
 - content that all students should master (this is the biggest group)
 - content that should be taught but higher achieving students should master

- content that will be taught only to higher achieving students and mastered by the highest achievers (those likely to go on to A-level study in maths).
- The new GCSE will have more focus on making sure that every student masters the fundamentals of maths. These have been defined by the DfE as areas such as calculation, ratio and proportion.
- The assessment objectives place more emphasis on reasoning and problem solving.
- A new grading system will be introduced. Grading will be on a nine point scale, with 9 being the highest available grade.
- The tier structure will remain the same, with an overlap between the tiers at grades 4 and 5. This means that the Foundation tier will cover grades 1 to 5 and the Higher tier will cover grades 4 to 9.

Both the content and skills cover areas of the subject that we would all want young people to study. However, the additions mean that there will need to be more assessment time and greater commitment from students. The programme of study in mathematics at key stage 4 is more challenging. There is a focus on consolidation and building on key stage 3, emphasising that mathematics is an interconnected subject. The proposed content will provide better preparation for post-16 mathematics by providing foundations for advanced topics like calculus.

Maths (contd.)

Useful revision websites:

www.mymaths.co.uk: Mymaths.co.uk is used as a source of practice and revision both in lessons and at home. Students may be set Home Learning tasks using [Mymaths](#) and all students have their own password and login details.

<http://www.bbc.co.uk/schools/bitesize/>; A good site for revision of specific topics.

<http://corbettmaths.com/> A good site with video links and revision worksheets

SUBJECT: SCIENCE DOUBLE**Title of GCSE(s)** : Combined Science**Exam Board:** AQA**Specification Numbers:** 8464**Full or Short Course:** Full**Linear or Modular:** Linear**Details of timing of written exam papers showing the percentage value of final GCSE for each paper:**

There are six papers: two biology, two chemistry and two physics. All exams will be taken at the end of Year 11. Each paper is 1hr and 15 minutes and contributes 16.7% of the GCSE.

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

Coursework/Controlled Assessment:

There is no coursework or controlled assessment for Combined Science. However, the students will complete a series of required practicals in their Science lessons over Years 9-11. They will be asked questions in their exams specifically on these practicals.

Completing these practicals should allow the students to:

Develop their scientific thinking,
Use of experimental skills and strategies,
Analysis and evaluation of methods and data,
Use of scientific language and nomenclature.

General Information:**Subject Content**

Content from each of the sciences will contribute 30% to the final GCSE qualification, including the following topics:

Biology

Cell biology,
Transport systems,
Health, disease and the development of medicines,
Coordination and control,
Photosynthesis,
Ecosystems,
Inheritance, variation and evolution.

Chemistry

Atomic structure and the periodic table,
Structure, bonding and the properties of matter,
Chemical changes,
Energy changes in chemistry,
The rate and extent of chemical change,
Chemical analysis,
Chemical and allied industries,
Earth and atmospheric science.

Physics

Energy,
Forces,
Forces and motion,
Waves in matter,
Light and electromagnetic waves,
Electricity,
Magnetism and electromagnetism,
Particle model of matter,

Atomic structure.

Timing and Grading

Examinations for the Combined Science qualification will all be taken at the end of Year 11. All examinations will be tiered; there will be a higher and foundation paper.

SUBJECT: SCIENCE TRIPLE option available to the 60 highest achieving students based upon the Year 9 Science assessment and attitude and progress throughout the year.

Title of GCSE(s) : Biology, Chemistry and Physics

Exam Board: AQA

Specification Numbers: 8461, 8462, 9463

Full or Short Course: Full

Linear or Modular: Linear

Details of timing of written exam papers showing the percentage value of final GCSE for each paper:

There are six papers: two biology, two chemistry and two physics. All exams will be taken at the end of Year 11. Each paper is 1hr and 45 minutes and contributes 16.7% of the GCSE.

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Chemistry topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Physics topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Coursework/Controlled Assessment:

There is no coursework or controlled assessment for Biology, Chemistry and Physics GCSE.

However, the students will complete a series of required practicals in their Biology, Chemistry and Physics lessons over Years 9-11. They will be asked questions in their exams specifically on these practicals.

Completing these practicals should allow the students to:

Develop their scientific thinking,

Use of experimental skills and strategies,

Analysis and evaluation of methods and data,

Use of scientific language and nomenclature.

General Information:

Subject Content

Biology

Cell biology,

Transport systems,

Health, disease and the development of medicines,

Coordination and control,

Photosynthesis,

Ecosystems,

Inheritance, variation and evolution,

The genome and gene expression.

Chemistry

Atomic structure and the periodic table,

Structure, bonding and the properties of matter,

Chemical changes,

Energy changes in chemistry,

The rate and extent of chemical change,

Organic chemistry,

Chemical analysis,

Chemical and allied industries,

Earth and atmospheric science.

Physics

Energy,
Forces,
Forces and motion,
Waves in matter,
Light and electromagnetic waves,
Electricity,
Magnetism and electromagnetism,
Particle model of matter,
Atomic structure,
Space physics.

Timing and Grading

Examinations for the Science qualifications will all be taken at the end of Year 11. All examinations will be tiered; there will be a higher and foundation paper.

SUBJECT: PHYSICAL EDUCATION (Core)

As Physical Education is a core subject, all students will have four practical sessions over a two week period. They will take part in sporting activities such as games, swimming, athletics and trampolining.

In Year 11, students are offered a limited choice which will include one compulsory half-term block of first-aid. If students are successful they will receive a certificate, which may help them gain employment in the future or support their application for further education.

Students are required to bring a written note if they are unable to take part in lessons and on those occasions bring their kit so they can support the teacher. Unless their injury prevents them from changing, we would appreciate parental support with this aspect of the sporting curriculum, as it is inappropriate to help in a PE environment when in school uniform.

Tutorial Programme (Core) Years 9-11

PSHE, Study & Thinking Skills, Citizenship & Careers and Literacy & Numeracy form a programme for Tutor Period over each of the three years 9 – 11.

PSHE Years 9-11

Students have six, one hour-long sessions with a teacher from the Year Team who has chosen to specialise in PHSE.

Year	Topic	Outside Partnerships
9	Personal Safety Drug/alcohol Awareness Self Esteem Sex and Relationships Teenage Pregnancy	School Health Nurse Barnardos
10	Sex and Relationships Safety Eating Disorders Drug Awareness Self Esteem	Thames Valley Police
11	Sex and Relationships Sexual Health Alcohol Awareness Drug Awareness	Thames Valley Police

Study and Thinking Skills Years 9-11

All students cover the following information as part of developing study and thinking skills. They are on the timetable for three hours during the year.

Year 9:

- My Amazing Brain (1 hour)
- My Amazing Memory (1 hour)
- Learning Styles and how to use them (1 hour)

Year 10:

- Power Reading (1 hour)
- Visualisation (1 hour)
- Getting ready to revise (1 hour)

Year 11:

- Revision techniques (2 hours)
- Planning revision for final exams (1 hour)

Citizenship Years 9-11

Year 9

The Criminal Justice System – in this unit students will have a brief look at the criminal justice system. In particular they will consider why crimes occur and what can be done to reduce the impact of offending.

Year 10

What it means to be British. Students consider how we got our identity as a nation and consider some of the implications of living in a multicultural society.

Year 11

Human Rights – students consider human rights abuses and examine what can be done to protect the rights and interests of individuals. Students also consider how the news portrays such stories and the impact that this has on the viewer.

Careers Lessons in Years 9-11

Year 9

Students have 6 Career lessons taught by a specialist teacher on rotation. One lesson will be used to help students develop the skills they need to carry out careers research using a variety of sources of information on the web and in our careers library. One session will be based in an IT room and will have the aim of helping students to begin presenting themselves, in writing, through the creation of a CV and personal statement. Other lessons will examine the variety of options available for work and study as well as the changing nature of the labour market.

Year 10

Students will also be taught on rotation by specialist teachers for 6 lessons; they will have a further opportunity to develop their career research skills and to carry out an online interest and job matching activity. Other lessons will focus on the preparation of students for work experience and its benefits, as well as examining issues of stereotyping and discrimination at work.

Year 11

Students have only 4 Careers lessons, however these are also taught by specialists. These will focus on making students aware of the full range of options available post 16 and how to access them. Students will also be offered advice on how to prepare application forms, letters of application and CVs as well as how to prepare for success at interviews.

Literacy & Numeracy Lessons in Years 9-11

Students have 3 literacy and numeracy functional lessons in Years 9 to 11 taught by a specialist teacher on rotation. These lessons will be taught alongside the study skills sessions.

In Year 9 numeracy, students are asked to 'run a cake shop'. Using mathematical skills such as budgeting, ratio and proportion and percentage change, students will be asked to calculate the profits that they have made during the task. In Year 10 numeracy, students are asked to consider the running of a school sports day. Using mathematical skills such as scale drawing and problem solving to design the running of the day as well as data handling to interpret the results, students will analyse the achievements of boys and girls. Finally, in Year 11 numeracy, students will begin the year with a unit on finance and then do some targeted Maths revision in the lead up to the exams.

The aim of the literacy programme is to develop, maintain and improve standards in literacy across the school with the aim that ALL groups of students make good or better progress. Pupils will be taught to express themselves correctly and appropriately and to read accurately and with understanding. The focus of the lessons will be to use correct spelling and punctuation and to follow grammatical conventions in order to encourage and help pupils to express themselves logically and coherently. The emphasis of the lessons is on grammar and is tailored to fit the needs of each year group.

OPTION SUBJECTS

Students choose **four** from the following with at least one being a subject with an *:

Art
Business Studies
Computing
Drama
Design & Technology
French*
Spanish*
Food Preparation & Nutrition
Geography*
History*
Information Communication Technology
Music
Photography
Physical Education
Religious Education

- Students cannot opt for Design & Technology and Food Preparation & Nutrition;
- Students cannot opt for both Art and Photography.

Please note:- The IL Option is available for SEND students through discussion with the SENDCO.

SUBJECT: ART**Title of GCSE: Fine Art****Exam Board: AQA****Syllabus Number: 8202****Full or Short Course: Full****Details of timing, showing the percentage value of final GCSE for each paper:**

GCSE Fine Art is made up of two units:

Portfolio unit – 60% of the final grade. Project internally set and completed during the GCSE course.**Externally Set Assignment** - 40% of final grade. Examination paper is given to students in early January of year 11, students are given a period of approximately 10 school weeks to produce a project based on a title chosen from the paper. They then complete a 10 hour examination in which they will be expected to create a final outcome for their project.**The portfolio unit:**

Each student must select and present a portfolio. The portfolio must include both:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Externally Set Assignment:

Students must select and respond to one starting point from a selection of seven.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

General Information:

Students cover work that enables them to gain marks in four Assessment Objectives, the work included in these objectives involves;

- Observational and imaginative drawing and painting from primary and secondary resources.
- Studying the work of historical and modern artists and crafts people, from a variety of cultures and traditions.
- Experimenting with materials, techniques and processes with potential 2D and 3D outcomes, developing ideas to a conclusion (or final piece of work).

Students are encouraged to express themselves creatively and independently, whilst learning to work with a wide range of media across a range of themes. Each unit involves both practical and theoretical lessons and students are expected to produce homework on a fortnightly basis. During the course students can expect to work in a range of media, which could include drawing, mixed media, printmaking, ceramics, 3D construction and IT.

Useful revision websites:www.dailypainters.comwww.watercolorpainting.com/links-artistswww.worldbest.com/art.htm here you will find a list of gallery websites.

SUBJECT: BUSINESS STUDIES

Title of GCSE: Business Studies

Exam Board: AQA

Syllabus Number: 8132

Full or Short Course: Full Course

Linear or Modular: Linear

Details of timing of written exam papers showing the percentage value of final GCSE for each paper:

June Year 11 – Paper 1 – 50% Influences of operations and HRM on business activity

June Year 11 – Paper 2 – 50% Influences of marketing and finance on business activity

Coursework/Controlled Assessment:

There is no controlled assessment or coursework element involved.

General information:

The course starts with students undertaking a series of projects and activities in Year 9, thus to develop their skill set and business vocabulary.

Students learn about the role of the central bank and how this differs from other financial institutions in a project titled 'The World of Money' In our branding project students investigate how businesses successfully market their products and services from start to finish to become well-known brands.

Finally, students learn about the world of work – assessing their employability skills and undertaking several recruitment and selection activities to fully understand the process of entering the world of work whilst enhancing their own employability skills.

The GCSE Business Studies course covers a wide variety of topics which includes:

- Purpose of business
- Reasons for starting a business
- Basic functions and types of business
- Business enterprise and entrepreneurship
- Dynamic nature of business
- Types of ownership
- Aims and objectives
- E-commerce
- Ethical/Environmental influences
- Economic influences on business activity
- Marketing
- Human Resources
- Finance

Year 9 - On completion of the introduction to the course, the students will commence GCSE Business Studies, Paper 1, Influences of operations and HRM on business activity, which will continue into Year 10.

Year 10 – Completion of Influences of operations and HRM on business activity, start Influences of marketing and finance on business activity.

Year 11 - Influences of marketing and finance on business activity

Summer of year 11 the students will take their examinations for both units, Influences of operations and HRM on business activity and Influences of marketing and finance on business activity both lasting 1 hour 45 minutes in length.

Useful revision websites:

BBC Bitesize

www.businessed.co.uk

www.tutor2u.net

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

Useful revision guides:

GCSE Bitesize

CGP Business Studies Revision

Phillip Allan OCR GCSE Business Studies Revision Guides

SUBJECT: COMPUTER SCIENCE
Title of GCSE: GCSE Computer Science
Exam Board: OCR
Syllabus Number: J276
Full or Short Course: Full
Linear or Modular: Linear

Details of timing of written exam papers showing the percentage value of final GCSE for each paper:

Computer systems (01) 1 hour and 30 minutes written paper. 40% of total GCSE.

Computational thinking, algorithms and programming - 1 hour and 30 minutes written paper. 40% of total GCSE.

Both exams are taken in May/June year 11.

Coursework/Controlled Assessment:

Programming project - Non-Exam Assessment (NEA) 20% of total GCSE. Completed in year 11.

Brief outline of coursework/controlled assessments giving completion details, with percentage of final GCSE for each piece:

The contents for both exam units will be taught throughout the course and assessed by written exams at the end of year 11.

Computer systems (01) 1 hour and 30 minutes written paper. 40% of total GCSE.

Computational thinking, algorithms and programming - 1 hour and 30 minutes written paper. 40% of total GCSE.

Programming project - Non-Exam Assessment (NEA) 20% of total GCSE. Completed in year 11.

General Information:

This is a course that has real relevance in our modern world. Currently all pupils are exposed to Computing during their school life. This course is for an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". As part of this, they will investigate computer programming, which many learners find interesting. Computer programming will help learners to develop critical thinking, analysis and problem solving skills which would benefit pupils in a variety of future occupations.

As Computer Science continues to have a growing importance in the world, there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Learners who have taken a Computing GCSE may find a desire to study IT or Computer Science subjects at A Level or university and they will have a sound underpinning of knowledge in this subject area as a result.

Useful revision websites:

www.ocr.org.uk

www.cambridgegcseccomputing.org

<http://asimo.honda.com/>

<https://www.codecademy.com/>

<http://www.w3schools.com/>

<https://code.org/>

SUBJECT: DRAMA**Title of GCSE:** Drama**Exam Board:** OCR**Syllabus Number:** J316**Full or Short Course:** Full**Linear or Modular:** Linear**Details of timing of written exam papers showing the percentage value of final GCSE for each paper:**

Devising Drama is a practical assessment and is 30% of the GCSE

Presenting and performing texts is practical, externally assessed and is 30% of the GCSE

Drama: Performance and Response is a 1 hour 30 minute written exam and is 40% of the GCSE.

Coursework/Controlled Assessment:

Candidates will be required to create a performance using a stimulus given by the exam board. They will also have to explore a play text and perform sections of it as a practical performance.

Brief outline of coursework/controlled assessments:

Despite coursework being withdrawn, there will still be assessments of the students' performances during Years 10 and 11.

General Information:

Students who choose to study GCSE Drama at John Colet will discover a subject that is diverse, challenging and enjoyable. The course provides students with the opportunity to be creative, experimental and active whilst also developing their written analysis and appreciation of the theatre. Students build confidence in their communication with others through both performance and group work. There is also an opportunity to work with and perform for Primary school children to create a piece of educational theatre that fulfils a real need.

At present, Year 9 is used as an introduction to the subject. During this year students are introduced to new Drama techniques and terminology, creating and presenting scripted and improvised performances. This year will also allow students to gain experience keeping a detailed drama diary, which will help them in their future exams. The Drama diary will act as a valuable revision tool. They will also experience live theatre and develop their observation and analytical skills.

Years 10 and 11 currently provide the opportunity for more in-depth study of text in context, theatre history, and practical approaches to improvisation and scripted work and further enjoyment of live performance. A mock exam is taken at the end of Year 10 to assess student progress and set targets for the following year. The practical work produced in Years 10 and 11 is formally assessed: marks from two internally assessed performances count towards the final GCSE grade, along with an externally assessed written paper. Students will be required to analyse a theatre production seen in Year 10 or 11 and discuss performance choices for a play explored as a class over Year 10 and 11 in the exam. Please note that students wishing to study Drama at GCSE level will need to attend a theatre visit, organised by the school, in Years 10 and 11 as part of the course. They must also be prepared to give up their own time for extra rehearsals outside of lesson time.

Timing and Grading

Examinations for Drama will all be taken at the end of Year 11. All examinations will be untiered, i.e. there will be no higher / foundation paper, all students will sit the same examination papers.

The grades awarded will be 9 – 1, with 9 being the highest.

Useful revision websites:

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

SUBJECT: DESIGN AND TECHNOLOGY**Title of GCSE: GCSE Design and Technology****Exam Board:** Pearson Edexcel**Syllabus Number:** 1DT0**Full or Short Course:** Full**Linear or Modular:** Linear**Details of timing of written exam papers showing the percentage value of final GCSE for each paper:**

The written paper is sat during the Summer of Year 11. The paper is 1 hour and 45 minutes long and accounts for 50% of the final grade. All Design and Technology students study one core unit for the exam and one unit related to their chosen specialism.

Coursework/Controlled Assessment:

Controlled Assessment is at medium level of control. Some work can be undertaken at home, the rest in class under the controlled assessment guidelines. Students produce a portfolio which is between 20 to 30 sides of A3.

Brief outline of coursework/controlled assessments giving completion details, with percentage of final GCSE for each piece:

The non-examined assessment (formerly coursework) is 50% of the overall final grade. Edexcel set the context for the non-examined assessment and this is released on the 1st June during Year 10.

General Information:

The new GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

Students may be more familiar with the names of Product Design, Graphics and Textiles, though in the new specification the names have changed to timber (Product Design), paper and board (Graphics) and textiles (the name remains unchanged).

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The aims and objectives of this qualification are to enable students to:

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work

- develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products

Students selecting the different pathways or specialisms will apply the principles within the new specification to a variety of products to help with knowledge and skill acquirement.

Useful revision websites:

- To be confirmed as more resources become available in 2017

SUBJECT: FOOD PREPARATION & NUTRITION**Title of GCSE: Food Preparation and Nutrition****Exam Board: AQA****Syllabus Number: 8585****Full or Short Course: Full****Linear or Modular: Linear****Details of timing of written exam papers showing the percentage value of final GCSE for each paper:**

The written paper is sat during the Summer of Year 11. The paper will be 1 hour 45 minutes and accounts for 50% of the total marks.

Coursework/Controlled Assessment:

Controlled Assessment is at medium level of control. Some work can be undertaken at home, the rest in class under the Controlled Assessment guidelines.

Brief outline of coursework/controlled assessments giving completion details, with percentage of final GCSE:**Task 1:** Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this task.**Task 2:** Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

The Non-exam assessment is worth 50% of the total marks

General Information:

Food Preparation and Nutrition is a very exciting, creative and interesting subject to study. There is much to learn but most of this will be learning by doing. You will learn a tremendous amount through practical making activities which will involve working with food ingredients and food products.

It involves:

Learning about foods, ingredients, processes and techniques

Designing new products

Learning about how products are made in industry

Developing skills which enable you to make food products

Understanding about diets and health

Making choices as consumers

Experimenting, investigating and testing products

Being creative and understand how products are developed in a test kitchen

Useful revision websites:

www.nutrition.org.uk

<p>SUBJECT: FRENCH Year 9 Transitional Year Overview/revision/consolidation of Key Stage 3</p> <p><u>Topics:-</u></p> <ul style="list-style-type: none"> • Leisure time & the Media • Holidays • Personal information <p><u>Assessments:-</u></p> <ul style="list-style-type: none"> • Regular vocabulary tests • End of module tests <p><u>Resources:-</u> Studio 2 rouge www.rgshw.com (languages on line) www.atantot.co.uk</p>	<p>SUBJECT: SPANISH Year 9 Transitional Year Overview/revision/consolidation of Key Stage 3</p> <p><u>Topics:-</u></p> <ul style="list-style-type: none"> • Describing others • Leisure time • Holidays • Food and eating out <p><u>Assessments:-</u></p> <ul style="list-style-type: none"> • Regular vocabulary tests • End of unit tests <p><u>Resources:-</u> Mira 1 and 2 www.rgshw.com (languages on line) www.atantot.co.uk www.hellomylo.com</p>
--	--

<p>SUBJECT: FRENCH/SPANISH Year 10 and 11 Title of GCSE: French Full Course and Spanish Full Course Exam Board: AQA Syllabus Number: 8658 French; 8698 Spanish Full or Short Course: Full Linear or Modular: Linear</p> <p>GCSE MFL has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. The 4 skill areas have equal weighting.; Listening, Speaking, Reading, Writing</p>
<p>Details of timing of written exam papers showing the percentage value of final GCSE for each paper: Summer of Year 11 (All final exams) Unit 1 - Listening (25%) Unit 2 - Reading (25%) Unit 3 - Speaking (25%) Unit 4 - Writing (25%)</p>
<p>Controlled Assessment: n/a</p>
<p>General Information: Students will study 3 main themes:-</p> <ul style="list-style-type: none"> • Identity, culture, lifestyle, values and beliefs • Environment, local, international and global areas of interest • Current and future study and employment <p>These are studied over the 2 years to prepare for the listening and reading exams taken in the summer of their Year 11.</p> <p>Unit 1 - Listening What's assessed: Understanding and responding to different types of spoken language. How it's assessed: Written exam: 35 minutes (Foundation Tier) worth 40 marks 45 minutes (Higher Tier) worth 50 marks 25% of GCSE</p> <p>Unit 2 – Speaking What's assessed: Communicating and interacting effectively in speech for a variety of purposes How it's assessed:</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

Unit 3 - Reading

What's assessed:

Understanding and responding to different types of written language

How it's assessed:

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

Unit 4 - Writing (25%)

What's assessed:

Communicating effectively in writing for a variety of purposes

How it's assessed:

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier

25% of GCSE

Useful revision websites:

www.rqshw.com

www.bitesizelearning.co.uk

www.frenchrevision.co.uk

www.atantot.co.uk

Useful revision books:

GCSE Bitesize Book/CD (ordered through school)

AQA Vocabulary booklet (ordered through school)

SUBJECT: GEOGRAPHY**Title of GCSE: GCSE Geography****Exam Board: AQA****Syllabus Number: 8035****Full or Short Course: Full****Linear or Modular: Linear****Details of timing of written exam papers showing the percentage value of final GCSE for each paper:**

Paper 1: Living with the physical environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))

35% of GCSE

Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes

88 marks (including 3 marks for SPaG))

35% of GCSE

Paper 3: Geographical applications

Written exam: 1 hour 15 minutes

76 marks (including 6 marks for SPaG)

30% of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam

Coursework/Controlled Assessment:

There is no Controlled Assessment unit

Brief outline of coursework/controlled assessments giving completion details, with percentage of final GCSE for each piece:

n/a

General Information:

The course will provide the opportunity for students to understand more about the world, the challenges it faces and their place within it.

The new specification will require students to concentrate more on UK geography; extend their Locational Knowledge and develop a competence in maps, fieldwork and geographical skills as they study the 4 areas of Geography:

Place

Physical Geography

People and environment

Human Geography

Skills that will be assessed are:

- Knowledge of locations, places and environments
- Understanding of interactions between people and environments
- Develop use of maps and Geographical Information Systems and researching secondary sources
- Applying knowledge to real world contexts and contemporary issues and ability to construct well-evidenced arguments

There are 14 different topics, but they range from:

- Coasts & Urban Environment
- Tectonic Hazards & Tourism
- Globalisation and The development Gap
- To a module that focuses on field work and key geographical skills using primary data

Useful revision websites:

Useful web links

<http://www.greenpeace.org/international/><http://www.statistics.gov.uk/><http://www.foe.org/>

A good site to use if you need a map

<http://www.georesources.co.uk/outlinemaps.htm>

Everything weather-related

<http://www.met-office.gov.uk/>

AS module on rural environments and

GCSE Environmental module

<http://www.countryside.gov.uk/>

For Urbanisation module

<http://www.geography.btinternet.co.uk/urbanenvironments.htm>

Useful for Climate module

<http://www.nnvl.noaa.gov/cgi->

[bin/index.cgi?page=products&category=2005%20Regional%20Imagery&event=Atlantic%20Ocean](http://www.nnvl.noaa.gov/cgi-bin/index.cgi?page=products&category=2005%20Regional%20Imagery&event=Atlantic%20Ocean)

Useful for local coursework enquiries

<http://www.aylesburyvaledc.gov.uk/avdc/>

Development issues (KS3 and A level)

<http://www.usaid.gov/>

BBC Bitesize

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

SUBJECT: HISTORY**Title of GCSE: History****Exam Board: AQA****Syllabus Number: 8145****Full or Short Course: Full****Linear or Modular: Linear****Details of timing of written exam papers showing the percentage value of final GCSE for each paper:**

All Units will be examined at the end of Year 11

Both exam papers are equally weighted;

- Written exams: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% each of GCSE

History (cont'd)**Coursework/Controlled Assessment:**

There is no Controlled Assessment unit

Brief outline of coursework/controlled assessments giving completion details, with percentage of final GCSE for each piece:

N/A

General Information:**Paper 1: Understanding the Modern World****Section A:** Germany 1890-1945: Democracy and Dictatorship**Section B:** Conflict and Tension 1894-1918**Paper 2: Shaping the Nation****Section A:** Britain: Health and the People**Section B:** Elizabethan England**The skills that will be assessed are:**

- Knowledge and understanding of the key features of the periods studied
- Knowledge and appropriate use of historical terms
- Ability to create their own structured accounts
- Understanding of changes and connections within the periods studied
- Ability to use a range of source materials
- Understanding of how different interpretations of past events have been constructed

Useful revision websites:<http://www.johndclare.net/><http://www.bbc.co.uk/schools/gcsebitesize/history/><http://spartacus-educational.com/><http://www.historyonthenet.com/>

SUBJECT: ICT**Title of GCSE: OCR Cambridge Nationals in ICT****Exam Board: OCR****Syllabus Number: J810****Full or Short Course: Full****Linear or Modular: Linear****Details of written exam papers:****R001 Understanding computer systems-** 1 hour written exam based on pre-release case study. Taken in May/June year 11.**Coursework/Controlled Assessment/if applicable:****R002 Using ICT to create business solutions** – coursework worth 25% of total GCSE. Completed in year 10.**R006 Creating digital images** - coursework worth 25% of total GCSE. Completed in year 10.**R005 Creating an interactive product using multimedia components** coursework worth 25% of total GCSE. Completed in year 11.**Brief outline of coursework/controlled assessments giving completion details:**

Elements of unit R001 Understanding computer systems will be taught throughout the course, where students will learn the knowledge and skills for a wide range of software. However, the final exam for the unit R001 will be sat at the end of year 11. R002 and R006 will be completed in summer term year 10. R005 will be completed in autumn term year 11.

General Information about course:-

ICT is an essential element of modern day life. Regardless of which profession pupils want to choose, they will need ICT skills to be able to perform day to day tasks.

At present students at John Colet are studying OCR Cambridge Nationals in ICT which equips learners with sound ICT skills for everyday use and provides opportunities to develop in context those desirable, transferable skills such as planning, research and analysis, working with others or communicating technical concepts effectively. These also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum.

Useful revision websites:

<http://www.ocr.org.uk/qualifications/by-type/cambridge-nationals/>

<http://www.cambridgenationals.org.uk/qualifications/>

www.teach-ict.com

<http://learnict.it/ocr/cambridge-nationals/unit-1-cambridge-nationals-revision-help/>

SUBJECT: MUSIC**Title of GCSE:** Music**Exam Board:** OCR**Syllabus Number:** J536**Full or Short Course:** Full Course**Linear or Modular:** Linear**Details of timing of written exam papers showing the percentage value of final GCSE for each paper:****Component 01: Integrated Portfolio.**

- A performance and composition based on a brief set by the learner
- 30% of the total GCSE grade

Component 03: Practical Portfolio.

- An ensemble performance and a composition based on a brief set by the exam board
- 30% of the total GCSE grade

Component 05: Listening Exam. 1 hour 30 minutes

- Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.
- 40% of the total GCSE grade

Coursework/Controlled Assessment:

The coursework comprises of two performances and two compositions

Brief outline of coursework/controlled assessments giving completion details, with percentage of final GCSE for each piece:**Component 01: Integrated Portfolio**

- A composition completed in the final term of Year 10
- A performance rehearsed in the final term of Year 10 and recorded in the first fortnight of Year 11

Component 03: Practical Portfolio.

- An ensemble performance and a composition completed in the first two terms of Year 11

General Information:

The GCSE Music course combines practical work (60%) with theory, listening and appraising (40%). During the course students will continue to rehearse and perform on their instrument both as a soloist, and as part of an ensemble. Students are expected to rehearse regularly, to take part in ensembles in or outside of school, and to perform in concerts. Students will also develop compositional and Music IT skills, learning how to write music for both their own instrument as well as ensembles. Through their theory and practical work, students will study a wide variety of musical genres, including classical music, world music, popular music and film music. They will learn the key features of these styles and will be taught basic music theory throughout the course. In addition to regularly performing, composing and working alongside like-minded people, studying music will enable you to develop transferable skills, such as analysis, evaluation, presentations, working independently and working effectively with others.

Useful revision websites:

www.ocr.org.uk/qualifications/gcse-music-j536-from-2016

SUBJECT: Photography**Title of GCSE:** Art and Design - Digital Photography**Exam Board:** AQA**Syllabus Number:** 8206**Full or Short Course:** Full**Details of timing, showing the percentage value of final GCSE for each paper:**

GCSE Photography is made up of two units:

Portfolio unit – 60% of the final grade. Project internally set and completed during the GCSE course.**Externally Set Assignment** - 40% of final grade. Examination paper is given to students in early January of year 11, students are given a period of approximately 10 school weeks to produce a project based on a title chosen from the paper. They then complete a 10 hour examination in which they will be expected to create a final outcome for their project.**The portfolio unit:**

Each student must select and present a portfolio. The portfolio must include both:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Externally Set Assignment:

Students must select and respond to one starting point from a selection of seven.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

General Information:

Students cover work that enables them to gain marks in four Assessment Objectives, the work included in these objectives involves;

- Observational and imaginative drawing and painting from primary and secondary resources.
- Studying the work of historical and modern artists and crafts people, from a variety of cultures and traditions.
- Experimenting with materials, techniques and processes with potential 2D and 3D outcomes, developing ideas to a conclusion (or final piece of work).

Students are encouraged to express themselves creatively and independently, whilst learning to work with cameras and learning a variety of manipulation skills. Each unit involves both practical and theoretical lessons and students are expected to produce homework on a fortnightly basis.**Useful revision websites:**<http://www.thephotoargus.com/40-great-photographer-portfolio-websites-for-inspiration/><http://www.bjp-online.com/><https://www.worldphoto.org/student-focus>

SUBJECT: PHYSICAL EDUCATION**Title of GCSE: Physical Education****Exam Board: AQA****Syllabus Number: 8592****Full or Short Course: Full****Linear or Modular: Linear****Details of timing of written exam papers showing the percentage value of final GCSE for each paper:**

2 written papers, both lasting 1 hour 15 minutes and comprising 30% each (60% total)

Coursework/Controlled Assessment:

Controlled Assessment is weighted at 40%.

Brief outline of coursework/controlled assessments giving completion details, with percentage of final GCSE for each piece:

Each practical assessment takes place at the completion of the practical block of work. Students will only be assessed in three practical areas (one in an individual activity, one in a game activity and a third in either a team or in an individual activity).

General Information:

The style of the written paper has been designed to include a mixture of multiple choice questions, some structured questions and extended written answers in response to a pre-released scenario. Examples of theoretical content include principles of training, components of fitness and the difference between aerobic and anaerobic training.

Students will receive an additional four lessons a fortnight in line with other option subjects, two of which will be theory lessons. This will not affect their statutory entitlement of four practical lessons per fortnight. Full participation in all sports is essential and the students will then be in a strong position to continue studying Physical Education in the Sixth Form.

Useful revision websites:

Each student is given a revision book and a home learning book with suitable revision questions.

www.brianmac.co.uk

www.s-cod.co.uk/gcse/pe

www.perevision.co.uk

www.revisionworld.co.uk/gcse/pe

www.gcsebitesize.co.uk

www.teachpe.com

SUBJECT: RELIGIOUS EDUCATION**Title of GCSE: Religious Education****Exam Board: AQA****Syllabus Number: 8062****Full or Short Course: Full****Linear or Modular: Linear****Details of timing of written exam papers showing the percentage value of final GCSE for each paper:**

Paper 1: Study of religions: Beliefs, teachings and practices.

Paper 2: Thematic studies.

Terminal assessment at the end of Year 11 and both papers are 1 hour 45 minutes and are equally weighted (50%)

Coursework/Controlled Assessment:

N/A

Brief outline of coursework/controlled assessments:

N/A

General Information:

1. Component one consists of students exploring the beliefs, teachings and practices of two of the main world religions. The religions studied will be based on the teachers own expertise.
2. Within component two students will learn how religion, philosophy and ethics not only form the basis of our culture but will also develop skills which will enable them to prepare for further study.
3. You do not have to be religious to study this subject; it allows you to gain an understanding of the world around you.
4. RE helps students to become aware of issues of local, national and global concern and placing them in Spiritual and Moral contexts. By understanding the beliefs and practices of religious and world views, students can make connections between belief and action.
5. Students will develop an understanding about the right to hold different beliefs which enable students to see diverse religions and beliefs as a significant part of the local, national and global community and of human experience.
6. Students will be able to evaluate ethical issues and express views using reasoned arguments, which will enhance their capacity and desire to make a positive contribution to debates and decisions within society.
7. Students are keeping their post – 16 options open as GCSE RE allows students to study a variety of subjects including Philosophy, Law, History, History of Art, Government and Politics, Sociology, English Literature and Classics.

Useful revision websites:<http://www.bbc.co.uk/ethics/><http://www.bbc.co.uk/religion/><http://www.bbc.co.uk/schools/gcsebitesize/rs/>