



**OUR LADY'S**  
CATHOLIC  
HIGH SCHOOL



*'Shaping Tomorrow,  
Inspired by Faith'*

@OLCHSHackney   

**KEY STAGE 4**

**INFORMATION BOOKLET**

**FOR STUDENTS IN YEAR 9 IN**

**SEPTEMBER 2021**

## KEY STAGE 4 CURRICULUM: SEPTEMBER 2020

Our school has a long tradition of providing a broad key stage 4 (KS4) curriculum based predominantly on GCSE qualifications. The Government accountability measures expect schools to offer students a broad range of at least eight subjects which must include English and Mathematics.

As a result of the Coronavirus Pandemic we have had to change our original plans for starting the Key Stage 4 Curriculum from the beginning of Year 9, and return to beginning Key Stage 4 from the start of Year 10.

All students study the following **'Core' curriculum**:

Subject	Periods per fortnight
Religious Studies - GCSE	6
English language and English Literature - 2 GCSEs	10
Maths - GCSE	8
Science - 2 GCSEs	12
MFL - choice of one of 2 subjects, French or Spanish GCSE.	6
Physical Education (no exam)	4
Citizenship and Careers Education - no exam - taught in lessons, with additional "drop-down" days when the normal timetable is suspended)	2

We aim to provide a curriculum that allows students to meet academic thresholds that are highly regarded by employers, universities and the government. This means that we encourage students to take a humanities subject (either Geography or History) which, along with the above combination, will allow them to gain EBacc (English Baccalaureate). We also encourage them to choose an Arts subject so that their full range of choices gives a broad and balanced curriculum. Universities and employers value creativity and 'soft-skills' alongside academic qualifications; it is our aim to provide that experience for our students.

The full range of option choices are as follows:

**Geography, History, Creative Arts (Fine Art and either 3D Design or Textile Design), Drama, Health & Social Care (Vocational BTec), History, ICT (Vocational NCFE course in Interactive Media) and Sociology.**

However, if there are not sufficient numbers of students opting for a particular subject then that course may not run.

In addition, our Special Needs department will also provide personalised programmes of study support and alternative courses for students who would not be able to access a full programme of GCSE courses.

## Option Blocks

Option Block 1	Option Block 2
Geography	Geography
History	History
Art	Health & Social Care
Design Technology	IT
Sociology	Drama

Students will be asked to select one subject in Option Block 1 and one subject in Option Block 2, plus at least one reserve option in each block in case there are too many students choosing a particular subject.

If a subject is over-subscribed, the school will look at which students are most suitable for a particular course and Mr Tierney will have further discussions with students and parents before a final decision is made.

The school strongly encourages all students to choose a humanities subject (either Geography or History) as one of the option subjects in line with government recommendations that most students should pursue subjects leading to the English Baccalaureate qualification, which can lead to greater opportunities at university level.

## Guided Choice Curriculum

The following subjects will be offered as Option choices and students will study 2 subjects from the below list of contents:

*(Please note the below courses are subject to change depending on course popularity)*

<b>SUBJECT</b>	<b>PAGE</b>
<b>Option subjects:</b>	
Fine Art	5-6
Design Technology	7-8
Drama	9
Geography	10
Health and Social Care	11
History	12-13
ICT	14
Sociology	15
<b>Core subjects:</b>	
English Language	16-17
English Literature	18
Mathematics	19
Modern Foreign Languages	20-21
Physical Education (no exam)	22
Religious Studies	23
Science	24

*There will also be the option to study a second Modern Foreign Language after School.*

**Option subject:** FINE ART

**Qualification gained:** GCSE **Board:** Edexcel (1FAO)

**Potential tiers of entry:** One Common Tier

### **Course Outline**

Fine Art may be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function. For example, work could be the outcome of personal experiences, thoughts and feelings, or simply to observe and record people, places and things in new and unique ways. Fine-art work will demonstrate an understanding and application of formal elements and creative skills, including mark-making. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions. Students will also understand that Fine Art practitioners may work to client commissions or undertake self-directed projects. They will need good communication skills in order to liaise with clients, and promote and exhibit their own work.

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies.

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature.

The course provides progression from Key Stage 3; providing a strong and appropriate foundation for further progression to art and design related courses such as GCE A level, BTEC and Creative and Media Diplomas and enhanced vocational and career pathways. The study of Art can help students develop transferable skills which they can take into any career or job , or specific careers such as advertising, marketing, design, architecture, publishing and the media.

In Year 10, students will learn how to research a theme, Interpret and analyse artists' work, drawing and painting techniques and some printing techniques such as lino print and etching print. Students will deepen their understanding of art techniques. They will learn some 3D techniques and build upon existing printing techniques gained in KS3 such as silk screen printing. There will also be an emphasis on mixed media and how to combine learned techniques.

In Year 11, students will develop a personal theme leading up to the externally set exam. They will produce outcomes that play to their strengths, using techniques that they are confident with and that they enjoy.

**Assessment methods**

The course is graded as 60% weighting for coursework and 40% weighting for the Externally Set Task.

The coursework is set and marked by your art teachers and moderated by Edexcel.

The Externally Set task is set by Edexcel and you will receive the exam paper in January.

The exam work is marked by your class teachers and moderated by Edexcel.

There is an unlimited preparation time for the exam paper and 10 hours of sustained focused study.

Candidates respond to a theme set by the exam board. Students receive help to prepare for their exam by their teacher.

**Key attributes required to enjoy and/or succeed on this course**

In this course, you will cover the study of Fine Art and acquire the ability to investigate, analyse and experiment. You will also develop practical skills to express ideas and use visual language. This course will therefore enable you to develop skills which will be essential to you, whatever you go on to do afterwards. The other skills you can develop during this course will be skills in communication, information technology, improving own learning and performance, working with others and problem solving.

**Option subject:                    DESIGN TECHNOLOGY**

**Qualification gained:            GCSE                                    Board: AQA (8201)**

**Potential tiers of entry:        One Common Tier**

*Design Technology students will choose between one of the units below:*

The **3D Design** unit provides students with the opportunity to creatively design and make functional and aesthetic products drawing upon intellectual, creative and practical skills. The unit is very experimental in nature; students will be taught how to record, explore, experiment, develop, and refine their ideas by using a variety of different media, materials, techniques, tools and equipment.

Students will experience how to use different sources to inspire the development of ideas relevant to 3D Design while considering historical, contemporary, cultural, social, environmental and creative factors. Students will explore, through a variety of short projects, different areas of 3D Design such as model making, constructing, surface treatment, assembling and modelling.

Workshops will enable students to further develop and acquire new skills using drawing materials, clay, wood, metal, plaster, plastic and found materials to produce outcomes that are relevant to their intentions and make use of different processes including the use of traditional and new technologies.

The **Textile Design** unit provides students with the opportunity to creatively design and make products for woven, knitted, stitched, printed or decorative textiles that have a functional purpose. The unit is very experimental in nature; students will be taught how to record, explore, experiment, develop, and refine their ideas by using a variety of different media, materials, techniques, tools and equipment.

Students will experience how to use different sources to inspire the development of ideas relevant to Textile Design while considering cultural, social, historical, contemporary, environmental and creative factors. Students will explore, through a variety of short projects, different areas of Textile Design such as fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors and digital textiles.

Workshops will enable students to further develop and acquire new skills in weaving, felting, stitching, appliqué, construction methods and printing to produce outcomes that are relevant to their intentions and make use of different processes including the use of traditional and new technologies.

In Year 10, students will study a mixture of two of the available Design Technology endorsements in order to develop a broad base to allow them to respond creatively to any

given brief. Half way through the year they will start their final project. The final piece will be completed under exam conditions to prepare them for the Y11 practical exam.

In Year 11, students will study one or more of the available Design and Technology endorsements. They will complete their final project and start their externally set assignment which will lead to a 10 hour practical exam.

## **Assessment Methods**

### **Component 1: Portfolio**

#### **What is assessed?**

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

**How it is assessed** - No time limit - 60% of GCSE

### **2. Component 2: Externally set assignment**

#### **What is assessed?**

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

**How it is assessed** - Preparatory period followed by 10 hours of supervised time - 40% of GCSE.

## **Key attributes required to enjoy and/or succeed on this course**

Students are encouraged to be innovative, independent, creative and inspired in their working while having access to well-equipped workshops and specialist teaching staff.

### **What skills are needed to be good at Design and Technology**

- Creative and experimental.
- Good drawing and making skills.
- Good literacy skills.
- Independent thinkers.
- Good at meeting deadlines.



**Option subject: DRAMA**

**Qualification gained: GCSE Board: Edexcel (1DR0)**

**Potential tiers of entry: One Common Tier**

### **Course Outline**

This course consists of three components:

1. **Devising:** Create a devised group performance from a stimulus. Provide a portfolio.
2. **Performance from text:** Perform two extracts from a performance text, in front of a visiting examiner.
3. **Theatre Makers in Practice:** Written exam, based on a play studied practically in class. Attend Live Theatre productions and prepare Theatre Review.

In Year 10, students will study monologues and duologues, devising, writing a portfolio and performing script. They will also study devising, writing a portfolio, live theatre analysis and studying a text from an actor, director and designer's perspective ("An Inspector Calls").

In Year 11, students will study devising, writing a portfolio, live theatre analysis and studying a text from an actor, director and designer's perspective ("An Inspector Calls").

### **Assessment methods**

- **Component One – Devising – 40% of the GCSE – 60 marks**  
2000 word written portfolio covering the creating and developing of ideas, plus an evaluation of the piece. (45 marks). A performance of the devised piece, which is Teacher assessed. (15 marks).
- **Component Two – Performance from Text – 20% of the GCSE – 48 marks**  
Two extracts (scene sections) from one play will be performed to a visiting examiner. You will work in a group of 3-6 students for each extract.
- **Component Three – Theatre Makers in Practice – 40% of the GCSE – Written examination of 1 hour and 30 minutes**  
**Section A – Bringing texts to life – 45 marks** – a series of questions based on the play studied and practically explored in-class.  
**Section B – Live Theatre Evaluation – 15 marks** – 2 questions based on a production.  
**You will be allowed to bring 500 words of notes into the examination.**

### **Key attributes required to enjoy and/or succeed on this course**

- An enthusiasm for reading and writing
- Good literacy skills
- The willingness to work in a variety of group combinations
- A passion for acting, performance and a desire to play a range of challenging roles
- A curiosity in Theatre style and in human nature
- The ability to critically comment on one's own work and the work of peers
- Energetic, positive attitude and self-motivated
- The ability to direct others and take constructive criticism

**Option subject: GEOGRAPHY**

**Qualification gained: GCSE Board: AQA (8035)**

**Potential tiers of entry: One Common Tier**

#### **Course Outline**

This course covers both physical and human geography and is divided into three units:

**Unit 1 : Living with the physical environment**

**Unit 2 : Challenges in the human environment**

**Unit 3 : Geographical applications**

**In Year 10, students will study:**

Unit 1 : Section A: The challenge of natural hazards

Unit 1 : Section B: The living world

Unit 2 : Section A: Urban issues and challenges

Unit 3: Section B: Fieldwork - Unit 2 - Urban Regeneration in a major UK city

Unit 3: Section A: Issue Evaluation

**In Year 11, students will study:**

Unit 1 : Section C: Physical landscapes in the UK

Unit 2 : Section B: The changing economic world

Unit 2 : Section C: The challenge of resource management

Unit 3: Section B: Fieldwork - Unit 1 - Coastal Processes and Management

#### **Assessment methods**

3 Units will be examined. All these units will be examined at the end of Year 11.

**Unit 1 : Living with the physical environment**

- Written exam: 1 hour 30 minutes - 35% of GCSE

**Unit 2 : Challenges in the human environment**

- Written exam: 1 hour 30 minutes - 35% of GCSE

**Unit 3 : Geographical applications - based upon pre-released booklet**

- Written exam: 1 hour 15 minutes - 30% of GCSE

#### **This is the right course for you if you:**

- Want a set of transferable skills which are an asset in the complex world of employment.
- Are interested in where you live, how places are changing and who makes the decisions about the environment we live in.
- Have a genuine interest in global affairs and a real passion to make a difference.
- Would you like a career which combines a good job with plenty of opportunities to travel and explore new places at home and abroad.
- Care about the future of the planet and are interested in green issues.
- Want to work with people and affect their everyday lives.

**Textbook: AQA GCSE Geography - (Oxford University Press) ISBN: 978-0-19-836661-4**

**Students will have access to an e-textbook.**

**Option subject: HEALTH AND SOCIAL CARE**

**Qualification gained: BTEC Technical Level Award (equivalent to one GCSE Grades 9-1)**

**Potential tiers of entry: Level 1 & Level 2**

**Course Outline :**

For the first two weeks of your course we will be helping you to familiarise yourself with what is required to pass the course and what you will be learning.

This course is designed so that you can take charge of your own learning and be independent just as you have to be when you go to university or when working in a job.

The course will contain many practical tasks, designing activities for young children, presentations, reviewing and discussion of documentaries, films and health campaigns etc, but the coursework must be written up and presented on computer so that work can be saved and corrected easily.

The programme is completed over three years with the two week period of work experience at the end of Year 10.

In Year 10, students will study - Component 1 - Human lifespan development (coursework) and will also start Component 2 - Health and Social Care Services (coursework)

In Year 11, students will study - Component 3 - Health and Wellbeing (exam)

**Assessment methods :**

The course consists of 2 units of coursework and 1 externally marked controlled assessment. All units must be passed to gain a PASS grade equivalent to 4 at GCSE. Higher grades of Merit (grade 6 at GCSE) and Distinction (8.5 grade at GCSE) can be gained by completing extension tasks to pass grade tasks within the coursework.

**Some examples of coursework**

- Communication in Health and Social Care
- Individual Rights in Health and Social Care
- Individual Needs in Health and Social Care
- Ensuring Safe Environments in Health and Social Care
- Vocational Experience in a Health or Social Care Setting

The BTEC course is a vocational course and requires a two week period of work experience in a care setting. This is arranged by the school in partnership with Inspire, the Education and Business Partnership division of The Hackney Learning Trust. In addition we have strong links with Homerton Foundation NHS Trust who have been working closely with us on providing focused work experience and interview skills within the hospital.

**Key attributes required to enjoy and/or succeed on this course**

- Students must be interested in health and care, how people think and behave and how individuals develop from babies to adults.
- A good level of written English is required as much of the work will be in the form of presentations, posters, reports etc.
- The course requires creative thinking and problem based learning, good communication and those willing to engage in lively discussions.

**Option subject: HISTORY**

**Qualification gained: GCSE Board: Eduqas**

**Potential tiers of entry: One common tier**

### **Course Outline**

The course covers four distinct historical periods and aims to develop a wide range of historical study skills:

- A thematic study on the **Changes in Health and Medicine in Britain, c500 to the present day.**  
This looks at the changing causes and treatments for illness through time. It looks at significant developments such as anaesthetic and the use of penicillin, as well as studying key individuals such as John Snow and Florence Nightingale, and their role in helping to improve medicine and health. The exam focuses on exploring how much change and development there has been in this time period.
- A non-British study about **Germany in Transition, 1919 – 1939**  
This looks at how Germany was ruled after the First World War, how and why the Nazis took power and how popular they were. The exam includes a focus on how these events have been interpreted in different ways.
- A depth study about **The Elizabethan Age, 1558-1603**  
This looks at England during the reign of Queen Elizabeth, including the problems of religion, threats to her life from Catholics, and entertainment, including the impact of Shakespeare. The exam will focus on explaining and evaluating Elizabethan England.
- A period study about **The Development of the USA 1929 – 2000**  
This topic has three key areas. The first focuses on the experience of black Americans and their fight for civil rights, including Martin Luther King. The second area focuses on changes in society and popular culture, including the changing role of women, youth, and the influence of music, TV and technology. The final area investigates key political actions, and how Presidents have shaped America, including their foreign policy such as Vietnam and the Cold War.

In Year 10, students will start with a focus on health and medicine. This will link into their studies from KS3, and build on knowledge of medieval England, and changes during the Industrial Revolution. The focus will be on developing the skills required to learn core content, as well as an introduction to the exam skills tested in this unit, such as evaluating change. The intended time frame for this unit is 3 half terms, and will be assessed in school at the end of the unit. The second topic studied for the final 3 half terms of year 10 will be Germany. The exam skills will focus on sources and interpretations, as well as an ongoing focus on factual retention. Both of these units will be assessed in mock exams at the end of the year.

In year 11, students will begin with a focus on Elizabeth Tudor, developing exam skills in interpretations and source skills. These skills are a progression from those developed in the year

10 Germany unit, and regular retrieval will ensure the year 10 content is not forgotten. The final unit of study will be the USA, with a focus on factual recall and exam questions which are more related to the idea of change and continuity. Both of these units will be taught while continuing recall of their year 10 topics. there will be an opportunity to complete full mock exams in the Spring term before the final Summer assessments.

### **Assessment methods**

Each of the four units will be officially assessed by exam at the end of year 11.

These four exams will all be equally weighted, 25% each, and last between 45 mins and 1 hr 15 mins.

### **Key attributes required to enjoy and/or succeed on this course**

Choose history if you:

- Want to develop a range of key transferable skills that employers in a range of occupations will value
- Have a genuine interest in history, and the topics we are studying
- Desire to ask questions
- Have a curiosity about the world around you
- Have an interest in what motivates people
- Enjoy researching and finding out about things
- Are confident with reading and retrieving key information
- Are confident with writing at length
- Have the ability to argue and respond to other points of view
- Have the ability to organise your thoughts

**Option subject:** ICT

**Qualification:** Level 2 Technical Award      **Board:** NCFE Interactive Media

**Potential tiers of entry:** Level 1 and Level 2

### **Course Outline**

Interactive Media is the integration of digital media including combinations of electronic text, graphics, moving images and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purposes.

The qualification focuses on an applied study of the interactive media sector and learners will gain a broad understanding and knowledge of working in the sector. Interactive Media offers the chance to experience working with cutting edge technologies to create engaging digital experiences in a range of environments. It introduces you to design contexts and development opportunities in use for digital media.

Learn the fundamentals of programming, web technologies and design and visualisation techniques. The course also has a large focus on Digital Project Management.

### **Assessment methods**

Internally assessed and externally quality assured portfolio of evidence and externally set question assignment. Internal assessment 60% and the external assessment accounts for 40% of the final grade. Learners are required to successfully complete 4 mandatory units for the Internal assessment. Learners must also achieve a minimum of a Pass in the external Assessment.

### **Studying this course will provide you with the opportunity to develop:**

- Identify and experiment with interactive media products, materials, techniques and processes.
- Developing Websites and content i.e images, video and sound
  - Explore the interactive media industry.
  - Work to interactive media briefs, refining, developing and selecting ideas.
  - Form an interactive media portfolio.
- Develop Interactive Media software skills set and to use tools to meet specific business requirements while developing skills to enhance documents of a variety of file types .
- Project Management. Learners will develop skills and knowledge that are essential for the modern workplace, such as team working; presentation skills; independent working; project management; efficient use of resources.

**Option subject:**                    **SOCIOLOGY**  
**Qualification gained:**        **GCSE**                    **Board: AQA (8192)**  
**Potential tiers of entry:**      **One Common Tier**

### **Course Outline**

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

**Year 10** students will study: The Sociological approach and Research methods., The Sociology of the family and The Sociology of education.

**Year 11** students will study: Social stratification, Crime & deviance and Research methods

### **Assessment methods**

2 written papers at the end of Year 11 with multiple choice questions and a range of short answer and extended answer questions.

- Paper 1: The Sociology of Families and education - written paper, 1 hour 45 minutes - 50% of GCSE.
- Paper 2: The sociology of crime and deviance and social stratification - written paper, 1 hour 45 minutes - 50% of GCSE.

### **Key attributes required to enjoy and/or succeed on this course**

- The ability/desire to learn how to draw on information and evidence from different sources and demonstrate the ability to synthesise them
- The ability/desire to learn how to analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
- The ability/desire to learn how to analyse and evaluate information and evidence presented in different written, visual and numerical forms
- The ability/desire to learn how to apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
- The ability/desire to learn how to use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions
- The ability/desire to learn how to draw connections between the different topic areas studied.

**Core subject:** ENGLISH LANGUAGE

**Qualification Gained:** GCSE **Board:** AQA (8700)

**Potential tiers of entry:** One Common Tier

### Course Outline

GCSE English Language will develop your reading and writing skills. You will analyse a range of nonfiction texts written between the 19th century and the 21st century, covering a range of themes and genres such as letters, autobiographies, opinion articles and diaries or essays, reviews and journalism. You will also analyse fiction extracts from the 20<sup>th</sup> and 21<sup>st</sup> century. You will develop your writing so that you can write in a range of different styles, as well as for different audiences.

You will study a range of extracts from texts on different topics and themes to develop your knowledge about how writers use language and structure to influence and interest their audiences. These extracts will be from both fiction and nonfiction texts written from 1800 to the present day. You will have the opportunity to develop your creative writing in a wide range of styles for a range of different purposes and audiences. You will build upon the techniques you already know from Key Stage 3 so that you are able to express your views in a way that will achieve the maximum amount of impact on your audience.

In Year 10, students will study how fiction writers use language and how they structure their texts for effect. You will also develop descriptive writing using pictures and develop skills in structuring a narrative.

In Year 11, students will study the perspective of non fiction writers and how they convey ideas and viewpoints. You will write in a variety of non fiction styles, being persuasive or developing a viewpoint. You will perform a speech on a topic you are interested in.

In Year 11, students will study past papers and practise answers for Paper 1 and 2.

### Assessment Methods

There are two written examinations for English Language, there are no tiers of entry for this subject.

#### **Paper 1 Explorations in creative reading and writing:**

1 hour 45 min exam. 50% of GCSE.

Section A Reading (40 marks 25% of GCSE) Four questions about literary fiction extracts you are given.

Section B Writing (40 marks 25% of GCSE) Descriptive or narrative writing: one extended creative answer.

#### **Paper 2 Writers' viewpoints and perspectives:**

1 hour 45 mins exam. 50% of GCSE.

Section A Reading (40 marks 25% of GCSE) Four questions about two or three literary



non-fiction extracts you are given.

Section B Writing (40 marks 25% of GCSE) Writing to present a viewpoint: one extended creative answer.

**Spoken Language** – will also be tested by your teacher. For this element of your course you will receive a Spoken Language endorsement which will not count towards your GCSE grade. For this element of the course you will be assessed on how you present, respond to questions/feedback and your use of standard English.

**Key Textbook: AQA GCSE English Language - Developing the Skill for Learning and Assessment - Oxford University Press ISBN: 987-0-19-834074-4**

**Core subject: ENGLISH LITERATURE**

**Qualification gained: GCSE Board: AQA (8702)**

**Potential tiers of entry: One Common Tier**

### **Course Outline**

GCSE English Literature will develop your reading and analysis skills. You will read a variety of texts by many different authors from different time periods.

You will have nine lessons of English a fortnight in which time both the GCSE English Language and GCSE English Literature courses will be delivered. You will study a wide range of texts including "Macbeth" by William Shakespeare, "Dr Jekyll and Mr Hyde" by R.L. Stevenson and "An Inspector Calls" by J.B. Priestley. You will also study a collection of poetry on the theme of "Power and Conflict" or "Love and Relationships" and learn how to analyse "unseen" poems.

In Year 10, students will study JB Priestley 'An Inspector Calls' and 15 poems from the AQA Anthology.

In Year 10, students will study Shakespeare 'Macbeth' In Year 11, students will study RL Stevenson 'Dr Jekyll and Mr Hyde' or Dickens 'A Christmas Carol' and Unseen poetry.

### **Assessment Methods**

There are two written examinations for English Literature. There are no tiers of entry for this subject.

#### **Paper 1 Shakespeare and the 19th century novel:**

1 hour 45 min exam. 64 marks 40% of GCSE

Section A Shakespeare: one question on "Macbeth".

Section B The 19th-century novel: one question on "Dr Jekyll and Mr Hyde" by R.L. Stevenson

#### **Paper 2 Modern texts and poetry:**

2 hour 15 min exam. 96 marks. 60% of GCSE

Section A Modern texts: one essay question on "An Inspector Calls" by JB Priestley.

Section B Poetry: Compare two poems on the theme of "Power and conflict" or "Love and Relationships"

Section C Unseen Poetry: Analyse an unseen poem and compare it to another unseen poem.

**Core subject: MATHEMATICS**

**Qualification gained: GCSE Board: Edexcel (1MA0)**

**Potential tiers of entry: Higher and Foundation**

### **Course Outline**

This course will build on the content, knowledge and skills developed in Mathematics during Key Stage 3. Students will develop confidence and familiarity with the use of a range of skills in Number, Algebra, Geometry & Measures, Statistics & Probability and Ratio, Proportion and Rates of Change, all of which they will study in Year 10 and 11. The GCSE curriculum will also emphasise the need to develop several skills including: application, reasoning, fluency in Mathematics and being able to solve problems efficiently. Furthermore, the subject knowledge and evolution of skills are all underpinned by Mathematics being utilised in real life contexts that educate students in financial literacy, patterns in data, hence enriching their transferable skills.

### **Assessment methods**

Students are assessed solely through a terminal assessment of which there are 3. Each paper accounts for 33% of the GCSE weighting and is 90 minutes long. Students are expected to complete the first paper without a calculator, but are permitted to use one for the following exams.

	Foundation	Higher
A01 (Knowledge)	50%	40%
A02 (Reasoning)	25%	30%
A03 (Problem solving)	25%	30%

### **Key attributes required to enjoy and/or succeed on this course**

Students need to develop key Mathematical skills, for example, calculating percentages, solving equations, drawing graphs, accurate drawing and analysing data. Then they need a good imagination and reasoning to apply these skills to problem solving. Finally they need good communication skills to explain and reflect upon their solutions.

Mathematics is the language of science and technology. It disciplines the mind, develops logical and critical reasoning and it develops analytical and problem-solving skills. People with Mathematical skills are highly sought after.

### **Key textbooks**

EDEXCEL GCSE (9-1) HIGHER STUDENT BOOK	ISBN 9781447980209
EDEXCEL GCSE (9-1) FOUNDATION STUDENT BOOK	ISBN 9781447980193
EDEXCEL GCSE (9-1) HIGHER STUDENT WORKBOOK	ISBN 9781447987932
EDEXCEL GCSE (9-1) FOUNDATION STUDENT WORKBOOK	ISBN 9781447987925

**Core subject: MODERN LANGUAGES**

**French**

**Qualification gained: GCSE Board: Edexcel (French: 1FR0)**

**Potential tiers of entry: Higher and Foundation**

### **Course Outline**

The contents of the course cover five themes:

- *Identity and culture (studied in Y10)*
- *Local area, holiday and travel (studied in Y10)*
- *School (studied in Y10)*
- *Future aspirations, study and work (studied in Y11)*
- *International and global dimension. (studied in Y11)*

The course will enable students to:

- Develop their ability to communicate confidently and coherently with native speakers.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated standard speech at normal speed.
- Deepen their knowledge about how the language works, enrich their vocabulary and be able to translate texts from English to the target language and vice versa.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Make appropriate links to other areas of the curriculum to enable deeper learning.
- Year 10 will have access to the E-book format of the Edexcel GCSE course.

### **Assessment methods**

Edexcel GCSE assessment in languages consists of four units based on the following skills: listening, speaking, reading and writing.

Each of the four exams accounts for 25% of the total mark.

All examinations are taken at the end of Y11.

The four papers are sent to Edexcel/Pearson for external marking.

The students can be entered for Foundation or Higher papers.

### **Key attributes required to enjoy and/or succeed on this course**

Thanks to the language skills acquired at Key Stage 3, students are well prepared to do a GCSE in Language. They should already know how to talk about themselves, their family, hobbies, where they live, school, holidays, food and drink.

The key to success is regular homework and the ability to understand or use the target language for different purposes and different settings.

We have a programme of **'twilight' language lessons** in Polish, Turkish, Portuguese, Italian and Spanish. Students who attend regularly can enter for an additional GCSE exam or A level exam.

**Core subject:**

**MODERN LANGUAGES**

**Spanish**

**Qualification gained:**

**GCSE Board: Edexcel (Spanish 1SP0)**

**Potential tiers of entry:**

**Higher and Foundation**

### **Course Outline**

The contents of the course cover five themes:

- *Identity and culture (studied in Y10+Y11)*
- *Local area, holiday and travel (studied in Y10 and Y11)*
- *School (studied in Y10)*
- *Future aspirations, study and work (studied in Y10 and Y11)*
- *International and global dimension. (studied in Y10 and Y11)*

The course will enable students to:

- Develop their ability to communicate confidently and coherently with native speakers.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated standard speech at normal speed.
- Deepen their knowledge about how the language works, enrich their vocabulary and be able to translate texts from English to the target language and vice versa.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Make appropriate links to other areas of the curriculum to enable deeper learning.
- Year 10 will have access to the E-book format of the Edexcel GCSE course.

### **Assessment methods**

Edexcel GCSE assessment in languages consists of four units based on the following skills: listening, speaking, reading and writing.

Each of the four examinations accounts for 25% of the total mark.

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### **Key attributes required to enjoy and/or succeed on this course**

Thanks to the language skills acquired at Key Stage 3, students are well prepared to do a GCSE in Language. They should already know how to talk about themselves, their family, hobbies, where they live, school, holidays, food and drink.

In Spanish, Year 9 is a transitional GCSE year in which themes from KS3 are consolidated and new themes are introduced and, later, consolidated in Year 11.

The key to success is regular homework and the ability to understand or use the target language for different purposes and different settings.

We have a programme of **'twilight' language lessons** in Polish, Turkish, Portuguese, Italian and Spanish. Students who attend regularly can enter for an additional GCSE exam or A level exam.



**Core subject:** RELIGIOUS STUDIES

**Qualification gained:** GCSE **Board:** Edexcel (Religious Studies A - 1RA0)

**Potential tiers of entry:** One Common Tier

**Course Outline:**

**Catholic Christianity - Studied in Year 10**

**Beliefs and teachings:** Trinity, Trinity in the Bible, Creation, Creation and the nature of Humanity, The Incarnation, Paschal Mystery, Eschatology.

**Practices:** Sacraments, Liturgical worship, The Funeral Rite, Prayer, Forms of popular Piety, Pilgrimage, Catholic Social Teaching, Catholic Mission and Evangelism.

**Catholic Christianity - Studied in Year 11**

**Sources of Wisdom & Authority:** The Bible, Interpretation of the Bible, Magisterium, Second Vatican Council, Church as the Body of Christ, Four Marks of the Church, Mary as the Model of the Church, Personal and Ethical Decision Making.

**Forms of expression and ways of Life:** Catholic Church architecture, Features of a Church, Sacred objects, Artwork, Sculpture and statues, Symbolism and imagery in religious art, Drama, Music in worship.

**Judaism - Studied in Year 10**

**Beliefs and teachings:** The Almighty, The Shekinah, The Messiah, Covenant at Sinai, Abraham, Sanctity of Life, Moral Principles and Mitzvot, Life after Death

**Practices:** Public acts of worship, Tanakh and Talmud, Private Prayer, Shema and Amidah, Ritual ceremony, Shabbat, Festivals, Features of a synagogue.

**Philosophy and Ethics - Catholic Christianity - Studied in Year 11**

**Arguments for the Existence of God:** Revelation, Visions, Miracles, Religious Experience, Design Argument, the Cosmological Argument, Existence of Suffering, Solutions to Suffering.

**Marriage and The Family:** Marriage, Relationships, The Family, Divorce, Annulment, Equality of men and women, Gender prejudice and discrimination.

**Assessment methods**

**Paper 1 – (50%): Catholic Christianity**

Assessment - Exam (1 hour 45 mins)

**Paper 2 - (25%): Judaism**

Assessment - Exam (50mins)

**Paper 3 - (25%): Philosophy and Ethics - Catholic Christianity**

Assessment - Exam (50mins)

**Key attributes required to enjoy and/or succeed on this course**

- Willingness to think and read.
- Ability to focus in class and commitment to work at home.

**Key Textbook:** GCSE Religious Studies for Edexcel A Catholic Christianity.  
Catholic Christianity with Islam and Judaism.

**Publisher:** Oxford University Press. ISBN: 9780198370468

**Core subject:** SCIENCE

**Qualifications gained:** GCSE - Triple Science Board: Edexcel(1BIO, 1CH0, 1PH0)  
GCSE - Combined Science Board: Edexcel (1SC0)  
**Potential tiers of entry:** GCSE: Foundation and Higher.

**Course Outline:**

**Combined Science:**

All students will study the Combined Science curriculum in Year 10 . They will study an equal amount of Biology, Chemistry and Physics. Most students will then continue on with this qualification in Year 10 and 11 and will achieve two GCSEs in Combined Science, which will be examined at the end of year 11.

**Assessment methods:**

**Separate Sciences:**

2 papers in each individual subject worth 50% of the marks - Each exam is 1 hour 45 minutes  
*All exams taken at the end of Year 11*

**Combined Science:**

**6 papers worth 16.67% each**

2 Biology papers, 2 Chemistry papers and 2 Physics papers - Each exam is 1 hour 10 minutes  
*All exams taken at the end of Year 11.*

**Key attributes required to enjoy and/or succeed on this course**

As students enter Year 9 the expectations for them begin to change as they work towards their examinations and other external assessments. Our message to students is:

- Expect to work hard and achieve and expect to be challenged.

**Key Textbooks: Publisher Pearson: Edexcel GCSE 9-1 Combined Science (ISBN: 9781292120195), Edexcel 9-1 GCSE Biology (ISBN: 9781292120201), Edexcel 9-1 GCSE Chemistry (ISBN: 9781292120218), Edexcel 9-1 GCSE Physics (ISBN: 9781292120225)**