# The Crossley Heath School

# GCSE Pathways 2019

# Information Booklet

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## A message from Mrs Cassidy

Dear Student,

You have worked hard and done very well in your education so far. Now you have reached the important stage of thinking about your GCSE courses. Over the next few weeks, you will need to think carefully about the subjects you want to study during years 9,10 and 11. Although several subjects are compulsory -so you **must** study them- there are also a number of choices that you can make.

You need to think about what you like, enjoy and are good at. You will study your chosen subjects for three years, so it is important that you like them.
It is a good idea to choose different types of subjects so that you have some variety in your lessons over the week. Choosing a variety of subjects also means that you will develop a range of useful skills and keep your future options open.

Important **DON'Ts**

Don't think that you have to take a particular subject just because it is your 'best' subject. You will make good progress and improve in all the subjects you choose to study over the next three years.

It's too early to know what you will want to do for a career, even if you have some ideas, so don't limit yourself by choosing subjects which are all similar.

Don't choose something because your friends are choosing it – **you are unique.** Your friends' choices may not be right for you.

Important **DO**s

Talk to your teachers about what the GCSE courses are like.

Talk to older students who are already studying the subjects you are considering and do some research of your own.

Listen carefully to the advice and guidance that school gives you. Consider carefully advice from family or close friends who know you well.

Good luck with your choices!

# Introduction

This booklet contains information about the GCSE courses that begin in September 2019 and other aspects of the curriculum from Year 9 onwards. This will allow you to state your preferences in those areas of the curriculum where options are available.

**Using this Booklet**

Please read the booklet carefully, paying attention to any advice given. You will be asked to fill in a subject preference form which will help the school to plan the curriculum and timetable for next year.

Subject teachers, form tutors and the Year 8 Progress Leader, Mr Spencer are able to give advice and support in making decisions. This booklet explains those courses all students take as well as giving details of the ones where you will have to state your preferences. Additional advice and resources are also provided during your PHSCE lessons.

**Stating Your Preferences**

Subject preference forms (see the sample at the back of this booklet) **must** be returned by **Wednesday 20th March 2019.**

Make sure that you think carefully about the reasons for your preferences. You will be studying these subjects for the next three years. The subjects you name must be selected for the right reasons.

Good reasons for studying a particular subject:

- It is a subject you are good at;
- It is a subject you enjoy;
- It is a subject that will ensure you have a balanced curriculum.

Bad reasons for saying that you prefer a particular subject:

- Your friends are doing it – you will probably be in different sets;
- You like/dislike particular teachers – you may not be taught by them;
- You think it's an easy option – subjects offer different challenges at GCSE.

**Student preference is an important factor which is taken into consideration when determining the best pathway for each individual. However, staff have an obligation to guide students in the most suitable direction and will take into account other factors such as the individual's aptitude and stage of development. There may also be other reasons why the school is unable to make provision in line with the student's first preferences, for example because of class size or lack of specialist accommodation. Whilst the school will try to accommodate all first option choices, we cannot guarantee that students will be able to study all of their preferred subjects.**

At the end of this guidance process, you will receive a letter confirming the choices you will be studying for the next three years. This will be provided during the first half of the summer term.

## GCSE Core Subjects

**Examined Core Subjects**

These are the subjects/subject areas which **all** students study in years 9, 10 and 11:

- English Language
- English Literature
- Mathematics
- Science (Biology, Chemistry, Physics)
- Modern Foreign Language (choice between French and German, or for MEP students, Chinese )
- Humanity (choice between Geography, History, Religious Studies)

**Non-examined Core Subjects**

- Citizenship - Year 9 students will follow a Citizenship course for one period a week. The course will develop the students' knowledge and understanding of the world around them and make them more aware of their role in the local community and society as a whole. Topics covered in the course will include financial literacy, rights and responsibilities, democracy, law and order and global citizenship.

- Physical Education

- Personal, Health, Social and Citizenship Education will continue to be an important aspect of the school curriculum and will build upon work covered in Years 7 and 8 throughout years 9,10 and 11. Delivery may be through lessons or PHSCE days where students are 'off' timetable for the day and outside speakers and agencies deliver relevant sessions.

## GCSE Guided Choices Subjects

In order to ensure that all students follow a balanced curriculum students have an opportunity to choose to study four guided choices.

**Languages Choice**

- Students choose one MFL subject from **French or German**
- **MEP** students choose **Chinese**

**Humanities Choice**

- Students choose one Humanity subject from **Geography, History, Religious Studies**

**Open Choice**

After stating their modern language and humanity preferences, students have **2** additional choices for GCSE subjects from the list below.

- Design and Technology
- Food Preparation and Nutrition
- Art and Design
- Music
- PE (GCSE)
- Computer Science
- Engineering
- Additional MFL (French / German)

- Additional Humanity (Geography / History / Religious Studies)

Please note that by studying at least one Modern Foreign Language and either History or Geography students will have the opportunity to achieve the English Baccalaureate. Students taking GCSE Religious Studies as their only Humanity will not be able to achieve the English Baccalaureate.

**Student Support**

As students progress through Key Stage 4 they will continue to receive support from their form tutor. Tutors have time each week to work with individual students and/or small groups in order to assist in the target-setting process and to enable them to learn more about a student's interest, ambitions and aspirations.

All students receive Progress Updates during the year similar to those in Key Stage 3.

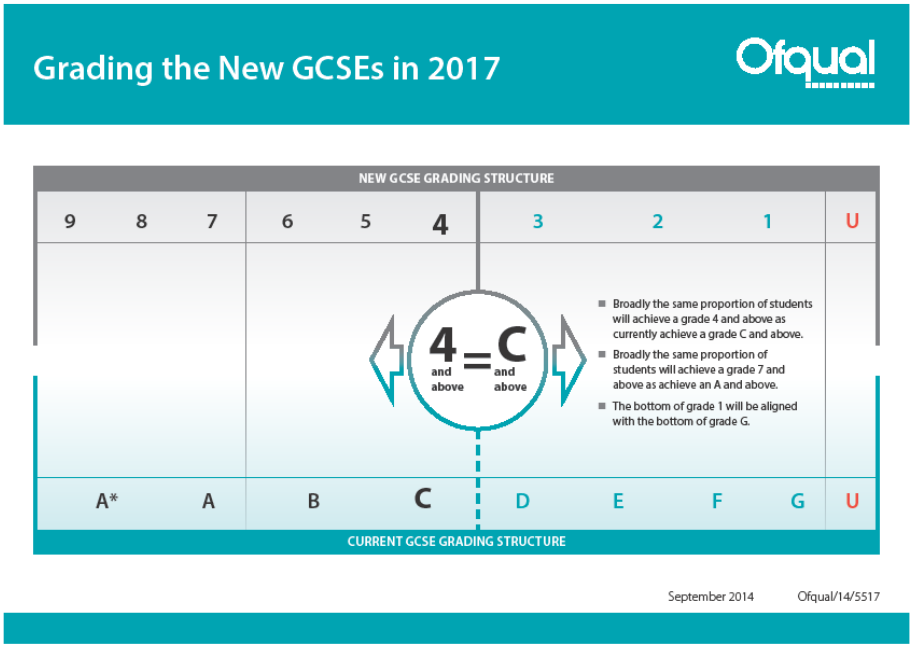
**Homework**

Homework forms an important contribution to success in all subjects. It is envisaged that there will be up to two hours of relevant and meaningful homework per subject each week. There may be times when this amount is exceeded but this should be counterbalanced by occasions when the homework requirements will be less.

## Reformed GCSEs

As part of its education reforms the Department for Education has changed GCSEs so that they become more demanding and better prepare students for the study of A levels.

Current Year 8 students at Crossley Heath students will follow new GCSE specifications across all of their subjects. One of the features of the new GCSE is that grades will be awarded using a number (rather than a letter) on a scale of 1-9 with 9 being the best. The grade equivalents between the old letter system and new number system is shown below.



## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Art and Design ~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The course allows students to explore and develop skills in 4 different disciplines within Art and Design before choosing to specialise in one of these areas. Students will explore Fine Art, Photography, Textile Design and Graphic Communication.

- Fine Art is defined "as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance." It includes; drawing, painting, sculpture, printmaking and mixed media.
- Photography is defined "as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images." It can include; portraiture, location photography, studio photography, experimental imagery, documentary photography, photo-journalism, moving image: film, video and animation.
- Textile Design is defined "as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose." It can include; art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, textiles for interiors, digital textiles and installed textiles.
- Graphic Communication is defined "as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a brief" and includes communication graphics, design for print, advertising and branding, illustration, typography, and animation.

**Exam Board and Specifications**

AQA GCSE Art and Design (Fine Art)
AQA GCSE Art and Design (Photography)
AQA GCSE Art and Design (Textile Design)
AQA GCSE Art and Design (Graphic Communication)

**Course Content and Structure**

Year 9 projects are designed to assist in the developing of students' practical skills, building on what they have learned in KS3 and providing the opportunities to work with a wide range of media, materials and using a variety of processes and techniques. This is supportive of the Year 10 project, in which students begin to apply their developing skills and learn how to construct an extended investigation leading to personal outcomes in a project devised specifically for their chosen specialist area. Year 11 is split into two parts; in the first half students will complete the extended project started in Year 10) and then at the start of January they will embark upon the preparation for their final Externally Set Assignment (exam).

**Assessment**

Component 1 – Portfolio (60%) - candidates will complete projects that are set and assessed by the centre, which will then be exhibited and moderated by an external examiner.

Component 2 – Externally Set Assignment (40%) – a range of questions will be set by the examination board. Candidates will have a period of preparation time that will be structured by the department.

Candidates will then have a 10-hour controlled test to produce their final outcome(s). This will be centre assessed and moderated by an external examiner.

**Additional Information**

Throughout the GCSE, the portfolio is extremely important as it's weighting in the final grade is very high. Candidates will work in sketchbooks to record the development of their ideas, observations, research and influences. Final pieces will be produced at the end of each component.

Following an Art and Design GCSE course will also develop the following:

- Develop your ability to work independently
- Develop your broader practical and making skills
- Supporting you in other subjects through the transferrable skills you will gain – presentation, creative thinking, problem solving etc.
- Develop your communication and teamwork skills
- Improves your understanding of the creative industries and possible future career aspirations

Career applications: This subject can help you with the following: Access to the same four disciplines at A-Level, Foundation Diploma in Art and Design and Art and Design degree courses, general University entrance.

As the world becomes more dependent on visual communication and design, Art and Design is increasingly seen as a very useful and valuable qualification. It is essential for any career within the ever expanding creative industries (the fastest growing industry in the UK), including architecture, web and game design, advertising, illustration, animation, film, television, interior design and many, many more.

Art is the 4th most popular subject choice according to last year's UCAS statistics and there are over 50,000 different Art and Design courses available across the UK with around 250,000 candidates studying one of these courses.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Chinese ~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The GCSE in Chinese is taught using a wide range of up-to-date resources which are designed to inspire and challenge students. These resources provide a wealth of authentic material and ample practice in listening to, writing in, speaking and reading the target language. This is supplemented by using resources which are tailored for the MEP students by experienced subject-specialists and using various online resources through the Edmodo learning platform.

Our aim is that through the rigorous teaching of essential grammar and vocabulary, students will not only succeed in the GCSE examination, but will also be able to communicate effectively in countries where the language is spoken.

**Examination Board and Specification**

All students will take the AQA GCSE examination which comprises four assessed units: listening, speaking, reading and writing.

**Course Content and Structure**

The course will be taught over three years from Year 9 to Year 11 and will cover topics from three distinct themes: Identity and Culture; Local, National, International and Global Areas of Interest; Current and Future Study and Employment.

**Assessment**

Students will be assessed in the four skills of Listening, Speaking, Reading and Writing at the end of Year 11. This will involve correct understanding and application of a range of grammatical concepts.

**Additional Information**

- The department regards the acquisition of vocabulary as absolutely essential and we expect our students to learn words thoroughly and regularly. Students should plan their homework timetables in such a way that this important aspect is unaffected by the demands of project-based subjects.
- There is an opportunity for students to participate in a residential trip in Year 9.
- Chinese will be one of the ten most important languages to the UK over the next 20 years (British Council, 'Languages for the Future', November, 2013). Chinese is a language spoken by nearly one third of the world's population and will become the business and economic language of the world in the next ten years.
- The knowledge and understanding of the Chinese language and culture will be of great value in employment or Higher Education.
- In addition to the ever-expanding career opportunities for pure linguists (such as translators and interpreters), many employers view languages as an indispensable complementary skill and Britain's economic and political ties with China will become more important after Brexit. Career opportunities using Chinese include teaching, banking and commerce and industry, and a knowledge of Chinese is extremely useful in journalism, broadcasting, advertising, the Civil Service / Foreign Office and in any organisation with international links.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Computer Science ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of subject**

Computer Science has become so ubiquitous with everyday life that the subject has never been as important as a secondary school subject. The Computer Science course provides opportunities for students to learn about current and newly emerging technologies. Furthermore, students learn the ability to problem solve and think logically, which is a core thread that runs through the entire course. Programming will be at the heart of the course and will allow students to apply their knowledge in order to solve problems by using complex algorithms. Studying Computer Science will teach students the more intricate and scientific knowledge of how computers work rather than just learning to use them. This course is particularly suitable for individuals who relish a challenge and are able to innovate independently.

**Exam Board and Specification**

The exam board will be OCR.
The specification taught will be GCSE Computer Science (9-1) – J276.

**Course Content and Structure**

The course will be taught with a mixture of theoretical subject knowledge and practical sessions.

The theoretical content will involve:

- Building computers

- Understanding the CPU
- Representation of data in computer systems
- Database concepts
- Computer networks and the Internet
- Programming and problem solving with algorithms
- Cyber security and hacking

Programming project;

This practical task will involve a problem set by the exam board which will see students developing a number of computer programs through a software development life cycle. It aims to teach students to break a problem down into the following stages:

- Planning the solution via pseudocode and flowcharts
- Coding the solution using a high level programming language (VB.Net)
- Testing the solution according to the success criteria
- Evaluating their performance

**Assessment**

The course is assessed using the following structure:

- Computer Systems: 1hr 30mins external exam paper (80 marks), worth 40% of the course.
- Computational Thinking: 1hr 30mins external exam paper (80 marks), worth 40% of the course.
- Programming project: Internally moderated/externally assessed (40 marks), worth 20% of the course.

**Additional Information**

This course will give students a firm understanding of core computing concepts and is the perfect stepping stone to studying A-Level Computer Science; opening the door to professions such as, Web or Software Developer, Systems Analyst, Network or Systems Administrator, Cyber Security, Cyber Forensics or Games Developer.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Design and Technology ~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

Design and Technology is an inspiring, rigorous and practical subject which prepares all young people to live and work in today's technologically advancing world. Students will be given opportunities to develop their capabilities, combining designing and making skills with knowledge and understanding in order to create very high quality products. Students will learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' preferences, needs and values. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, computing and art.

Students will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students will 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 well-being of the nation and the global community.

**Exam Board and Specification**

AQA Design and Technology 8552

**Course Content and Structure**

Year 9 – This will be a project-based 'Foundation Year' that will cover a wide range of knowledge and skills including:

- Developments in smart materials, composite materials and technical textiles
- How electronic and mechanical systems provide functionality to products
- Working properties of the following materials: papers and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting polymers and textiles.

Year 10 – Through a range of practical projects, students will continue to develop their knowledge and understanding using a more limited range of the most suitable materials and processes i.e. some skills specialisms will occur.

Year 11 – This year will commence with the examination board set Controlled Assessment where they will be expected to focus on their chosen materials and processes and finish with exam preparation.

**Assessment**

50% controlled assessment which takes place in the final year of the GCSE course and is a Design and Make activity set by the examination board.
50% Written Paper.

**Additional Information**

Why should I take this option?

The practical nature of the learning involved in the subject provides a contrast for many students at Crossley Heath School.

Following a GCSE in Design and Technology will help with the following:

- Prepares you for life in a technological age
- Develops your independence and practical skills
- Supports the content from many other subjects – maths, science, economics, business, art
- Supports the content from many other non-curriculum areas of education – enterprise, aesthetic, economic, moral, social
- Develops your communication skills and teamwork
- Improves your understanding of industrial/real world considerations
- Provides you with opportunities to engage in activities that are challenging, relevant and motivating
- Gives you enjoyment, satisfaction and a sense of purpose, and enables you to feel you can play a constructive role in a technological society
- Develops your problem solving and decision making skills

**Career Applications**

Recent information from universities rates Design Technology A-level as the most useful A-level, after Maths and Physics, for anyone wanting to enter an engineering discipline. As such, Design and Technology GCSE is extremely useful for anyone considering pursuing further education courses in any Engineering discipline, Applied Sciences, Medical Sciences, Graphic Design, Architecture, Textiles, Business and Computing in addition to being a very good all round GCSE.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Engineering~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags.

Our new GCSE introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

This option is a logical follow-on from the STEM lessons which we provide at KS3 and is also an ideal GCSE for anyone wishing to take the Design Engineering A-Level that we will be offering in the future. The content is based around the understanding and application of electronic and mechanical systems and how these can be developed, manufactured and utilised.

- Areas of study include:
- Engineering Materials
- Engineering Manufacturing Processes
- Mechanical and Electronic Systems
- Testing
- Modern Technologies
- Practical Engineering Skills

Year 9 will be a 'foundation year' where students will develop a wide range of skills and knowledge building on KS3 STEM work through a range of small 'teacher-led' projects.

During Year 10, students will be expected to develop their independence and initiative by working on projects where they will have greater autonomy with their work.

In Year 11, students will focus on the Non-Exam Assessment (coursework) for the first half of the year and exam preparation for the second half.

**Exam Board and Specification**

AQA Engineering 8852

**Assessment**

40% Non-Exam Assessment (coursework) starting in September of Y11

60% Final Examination/Written Paper

**Additional Information -** Why should I take this option?

The practical nature of the learning involved in the subject provides a contrast for many students at Crossley Heath School.

Following a GCSE in Engineering will help with the following:

- Prepares you for life in a technological age
- Develops your independence and practical skills
- Supports the content from many other subjects – maths, science, economics, business
- Supports the content from many other non-curriculum areas of education – enterprise, aesthetic, economic, moral, social

- Develops your communication skills and teamwork
- Improves your understanding of industrial/real world considerations
- Provides you with opportunities to engage in activities that are challenging, relevant and motivating
- Gives you enjoyment, satisfaction and a sense of purpose, and enables you to feel you can play a constructive role in a technological society
- Develops your problem solving and decision making skills

**Career Applications**

Recent information from universities rates Design Technology A-level as the most useful A-level, after Maths and Physics, for anyone wanting to enter an engineering discipline. As such, An Engineering GCSE is extremely useful for anyone considering pursuing further education courses in any Engineering discipline, Applied Sciences, Medical Sciences, Architecture, Business and Computing in addition to being a very good all round GCSE.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ English Language ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

During this course, students will study and practise a range of reading and writing skills. They will read a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. They will read and evaluate texts and make comparisons between them. They will also have the opportunity to summarise and synthesise information and ideas from texts. In addition, students will develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. Students will develop effective writing skills for a range of purposes and audiences. They will use grammar correctly and spell/punctuate accurately. They will also acquire and apply a sophisticated vocabulary, alongside a knowledge of grammatical terminology. In addition, students will listen to and understand spoken language and use spoken English effectively.

**Exam Board and Specification**

AQA

**Course Content and Structure**

Paper 1: Explorations in creative reading and writing.

- Section A (reading): Students read and answer questions on one literature fiction text.
- Section B (writing): Students will complete a piece of descriptive or narrative writing.

Paper 2: Writers' viewpoints and perspectives.

- Section A (reading): students read and answer questions on one non-fiction text and one literary non-fiction text.
- Section B (writing): Students write to present a viewpoint.

**Assessment**

- Paper 1: Explorations in creative reading and writing. 1 hour 45 minutes. 80 marks. 50% of GCSE.
- Paper 2: Writers' viewpoints and perspectives. 1 hour 45 minutes. 80 marks. 50% of GCSE.
- Non-examination assessment: Spoken language. Students are assessed on the following skills: presenting, responding to questions/feedback and use of Standard English. This component will be marked by the teacher and will be recorded. This will not contribute to the GCSE English Language grade.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ English Literature ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The English Literature GCSE offers students the opportunity to study poetry, prose and drama in detail, whilst considering the importance of the context in which they were written, as well as the different ways we can analyse and interpret texts. It offers excellent preparation for AS and A-level English Literature, as well as giving students a
grounding in a wide variety of literature that will stay with them for life.

**Exam Board and Specification**

AQA GCSE English Literature

**Course Content and Structure**

The course includes Shakespeare, pre 19th Century prose, modern prose and drama and develops the skills that students have been using during Key Stage 3. Year 10 involves the study of the modern prose text, for example 'The Lord of the Flies' or 'An Inspector Calls', followed by the pre 19th century text and the poetry anthology. In Year 11, we develop these skills and also study the Shakespeare play.

**Assessment**

There are two exam papers at the end of year 11 and no coursework.

Paper 1
Shakespeare and the 19th-century novel
This is a written exam lasting 1 hour 45 minutes which is worth 40% of the GCSE.

Section A; Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B; The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2
This is a written exam lasting 2 hour 15 minutes and is worth 60% of the GCSE.

Section A; Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B; Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C; Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

**Additional Information**

The assessment objectives are the same for all exam boards and are as follows;

AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ French ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The GCSE in French is taught using a wide range of up-to-date resources which are designed to inspire and challenge students. These resources provide a wealth of authentic material and ample practice in listening to, writing in, speaking and reading the target language. This is supplemented by regular use of the MFL iPads in lessons so that students can benefit from the latest language-learning technology.
Our aim is that through the rigorous teaching of essential grammar and vocabulary, students will not only succeed in the GCSE examination, but will also be able to communicate effectively in countries where the language is spoken.

**Exam Board and Specification**

All students will take the AQA GCSE examination which comprises four assessed units: listening, speaking, reading and writing.

**Course Content and Structure**

The course will be taught over three years from Year 9 to Year 11 and will cover topics from three distinct themes: Identity and Culture; Local, National, International and Global Areas of Interest; Current and Future Study and Employment.

**Assessment**

Students will be assessed in the four skills of Listening, Speaking, Reading and Writing at the end of Year 11.

**Additional Information**

- The department regards the acquisition of vocabulary as absolutely essential and we expect our students to learn words thoroughly and regularly. Students should plan their homework timetables in such a way that this important aspect is unaffected by the demands of project-based subjects.
- French continues to enjoy high levels of prestige in the modern world. It is an official language of the United Nations, and is also an official language of a number of other international organisations, such as FIFA and the International Olympic Committee. Apart from France, French is an official language of Belgium, Switzerland, Luxemburg and Canada, and is also widely spoken in Africa and Asia. Additionally, French is widely taught throughout the world, and is thus extremely useful as a means of communication amongst speakers of other languages. As a key founder member of the European Union and a permanent member of the United Nations Security Council, France is one of the most important and influential countries in the world.
- We learn French in order to communicate with French speakers worldwide, to broaden our horizons, to further our cultural education, to develop our learning skills, for enjoyment and for personal enrichment.
- In addition to the ever-expanding career opportunities for pure linguists (such as translators and interpreters), many employers view languages as an indispensable complementary skill and Britain's economic and political ties with EU countries will still be important after Brexit. Career opportunities using

French include teaching, banking and commerce and industry, and a knowledge of French is extremely useful in journalism, broadcasting, advertising, the Civil Service / Foreign Office and in any organisation with international links.

## ~~~~~~~~~~~~~~~~~~~~~~ Food Preparation and Nutrition ~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

Nutrition is the way that we get fuel, providing energy for our bodies. In studying the subject students will:

• Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
• Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
• Understand the relationship between diet, nutrition and health, including the effects of poor diet.
• Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
• Understand and explore a range of ingredients and processes from different culinary traditions (British and international), to inspire new ideas or modify existing recipes.

**Examination Board and Specification**

AQA Food Preparation and Nutrition. Specification 8585.

**Course Content and Structure**

Year 9
Students will study nutrition, healthy eating and the balanced diet. They will learn about and apply the elements of food safety. They will also focus upon food marketing and consumer choice. Practical lessons will include family meals, fruit-based desserts and the safe preparation of meat and fish.

Year 10
Students will complete the curriculum by making a more in-depth study of nutrition. They will understand the functional and chemical properties of different ingredients and study elements of 'food provenance' including seasonality, sustainability and avoiding food waste. Opportunities will be given to put the theory into practice by making a range of relevant dishes.

Year 11
From September to December students will be working on the Food Science and Food Preparation assessed tasks. The remainder of the time will be spent on theory, revision and exam practice for the written paper.

**Assessment**

All formal assessment takes place in the final year of the GCSE course.
50% Written Paper.
15% Food Science Investigation.
35% Food Preparation Assessment (3 Hour practical)

**Additional Information**

You will need some cooking skills and an interest in making your own products. Experience of cooking at home is helpful but not compulsory. Due to the demands of practical work students need to plan ahead and be well-organised for lessons. Students are expected to provide their own ingredients in order to take part in the weekly practical lessons.

Your qualification can lead to further study in the following subject areas: Product development, Nutrition, Food Marketing, Dietician (sports or medical), Hospitality and Catering, Health and Social Care and roles within the Medical profession.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Geography ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

Planet Earth is our home. It is awesome, diverse, inspiring and ever changing. Studying geography invites us to participate more fully in the excitement, enjoyment and challenge of this dynamic world. It draws on personal experience, to help us better understand the places we live in, why they matter and how they are connected to a globalised world.

Geography covers the physical, cultural, economic and political world to illuminate key issues for the present and the future of the planet, exploring all scales, from the personal to the local and the global. Through geography we learn to appreciate the diversity of landscapes, peoples and cultures. Geography is therefore a vital subject for 21st century global citizens, enabling us to face questions of what it means to live sustainably in an interdependent world.

Fieldwork is an essential element of this subject as geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

**Exam Board and Specification**

Students will study the AQA specification

**Course Content and Structure**

Students will study a range of topics from Physical and Human Geography. They will also be required to carry out a range of fieldwork methods away from the school environment. This includes a day investigating a coastal environment and a day completing an urban study in Manchester. Studying Geography also provides the option to take part in a residential field trip to Iceland.

The course allows flexibility within the teaching of the subject to ensure students learn a variety of relevant topics. These include:

**Physical Geography**
Coastal Landscapes
Glacial Landscapes
Rainforest environments
Volcanoes and Earthquakes

**Human Geography**
Urban Challenges
The Changing Economic World
The Challenges of Resource Management

**Assessment**

Students will sit three exams at the end of Year 11. Two will be based on the Course Content and Structure and the third exam will comprise of questions about field work in Geography – here students will need to discuss the methods they have used out in the field and also a decision making activity.

There is no Controlled Assessment in Geography.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ German ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The GCSE in German is taught using a wide range of up-to-date resources which are designed to inspire and challenge students. These resources provide a wealth of authentic material and ample practice in listening to, writing in, speaking and reading the target language. This is supplemented by regular use of the MFL iPads in lessons so that students can benefit from the latest language-learning technology.

Our aim is that through the rigorous teaching of essential grammar and vocabulary, students will not only succeed in the GCSE examination, but will also be able to communicate effectively in countries where the language is spoken.

**Examination Board and Specification**

All students will take the AQA GCSE examination which comprises four assessed units: listening, speaking, reading and writing.

**Course Content and Structure**

The course will be taught over three years from Year 9 to Year 11 and will cover topics from three distinct themes: Identity and Culture; Local, National, International and Global Areas of Interest; Current and Future Study and Employment.

**Assessment**

Students will be assessed in the four skills of Listening, Speaking, Reading and Writing at the end of Year 11. This will involve correct understanding and application of a range of grammatical concepts.

**Additional Information**

- The department regards the acquisition of vocabulary as absolutely essential and we expect our students to learn words thoroughly and regularly. Students should plan their homework timetables in such a way that this important aspect is unaffected by the demands of project-based subjects.
- There is an opportunity for students to participate in a German exchange in Year 10.
- German is the most widely spoken language in Europe after English. It is also the native language of more Europeans than any other language. There are German-speaking people in Poland, Slovakia, Hungary, the Czech Republic, Switzerland, Luxembourg, Eastern France and Northern Italy.
- We learn German in order to communicate with German speakers worldwide, to broaden our horizons, to further our cultural education, to develop our learning skills, for enjoyment and for personal enrichment.
- In addition to the ever-expanding career opportunities for pure linguists (such as translators and interpreters), many employers view languages as an indispensable complementary skill and Britain's economic and political ties with EU countries will still be important after Brexit. Career opportunities using German include teaching, banking and commerce and industry, and knowledge of German is extremely useful in journalism, broadcasting, advertising, the Civil Service / Foreign Office and in any organisation with international links.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ History ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

History GCSE will give students the opportunity to learn more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens.

Students in Y9 follow a foundation year of our design, studying the following topics – Germany 1890-1945, and a thematic study (Migration Empires and the People). This mirrors the demands and skills of GCSE using different historical content to enable them to develop wider historical knowledge as well as building the skills needed. They study their actual GCSE specification towards the end of Year 9 and continue through Y10 and Y11 as outlined below.

**Examination Board and Specification**

AQA GCSE History 8145

**Course Content and Structure**

The GCSE History content comprises the following elements: a period study, a wider world study, a thematic study of Britain and an in depth period study of British History including the historical environment.

1. America 1920-73.
The period study allows students to study the domestic history of another country and its people in a period of change. Students will gain a coherent understanding of these developments and their impact on people through a variety of perspectives: political, social and cultural, economic, the role of ideas and the contribution of individuals and groups.

2. Conflict and tension, 1894–1918
This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First
World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.

3. Britain: Health and the people: c1000 to the present day
This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

4. Elizabethan England, c1568–1603
This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I’s reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Students will be examined on a specific Elizabethan site in depth. This site will be as specified by AQA and will be changed annually. It is intended that study of different historic environments will enrich students’ understanding of Elizabethan England.

**Assessment**
Students will sit 2 exams at the end of Y11; there is no controlled assessment or coursework element to the course.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Mathematics ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

Mathematics is compulsory at GCSE as it holds a key position in pupils' academic development.
A basic understanding of the subject is essential for everyday life and a good performance will be required for most careers. Careers that use mathematics extensively include Economics, Engineering, Psychology, Insurance, Science, Medicine, Accountancy, Computing, Marketing, Environmental studies, Teaching, Architecture, Banking, Pharmacy and Business Management.

**Exam Board and Specification**

Students will study the AQA GCSE in Mathematics. Grades 9, 8 and 7 are highly recommended for students who wish to study Maths at A Level. All students will sit higher tier where grades 4-9 are available.

**Course Content and Structure**

Number – Calculating with whole numbers, fractions, decimals, percentages, indices and ratios and using these in other contexts such as financial decision making and probability. The new syllabus will place more emphasis on ratio, proportion and rates of change. Venn diagrams have also been introduced to the syllabus.

Algebra – Evaluating and manipulating algebraic expressions, forming and solving different types of equations (using both algebraic methods and trial & improvement or iteration) and drawing and interpreting graphs. Basic calculus will now be included.

Geometry and measure – Using rules and relationships associated with angles, perimeter, area and volume for a variety of shapes including circles and triangles (Pythagoras and Trigonometry). Transforming shapes with reflections, rotations and enlargements. Using units of measure and compound measures such as speed and density.

Probability & Statistics – Calculating and using averages and measures of spread. Presenting data with appropriate graphs and charts and interpreting these to analyse data and draw conclusions. Calculating theoretical and experimental probabilities and expected outcomes.

**Assessment**

There are no formulae given in exams; students are expected to learn all formulae. Questions will be given less structure and students will need strong problem-solving skills and be expected to use strategies to break down problems into a series of manageable tasks. Students will need to spot rules and patterns and communicate these mathematically.

All students will sit three 90 minute exams; 1 non calculator and 2 where a calculator is allowed. All papers will cover all aspects of the specification and are equally weighted.

**Additional Information**

Students will be split into set in each half of the years. Sets 1 and 2 are expected to study a GCSE in Further Mathematics in addition to GCSE Mathematics.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Music ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

GCSE music is about making and listening to music. Students will be introduced to a wide variety of musical styles, from popular music to jazz, film music to musicals and fusion music to Western classical music.
They will also be given opportunities to use music technology using programmes such as Sibelius and Cubase.
The course covers a range of skills including:

- Performing music
- Composing music
- Appraising music.

### Exam board

Edexcel.

**Course Content and Structure**

Performing music

Students will have to perform 2 pieces, one solo and one group. Students performing pieces at grade 4 or 5 standard will be able to access full marks for this module. This can be done on any instrument of voice. Each piece must last for a minimum of one minute. The total performance must be no less than 4 minutes.

Composing music

Students will have to compose 2 pieces which must last no less than 3 minutes in total. Each piece must last for a minimum of one minute. One piece must respond to a set brief, but the 2nd composition can be created without a set brief (free choice). The 2nd composition can be written in any style or genre and for any instrument or combination of instruments. There are four briefs to choose from.
Appraising music

Students will study a variety of music based on four areas of study:

- Instrumental music 1700-1820
- Vocal music
- Music for stage and screen
- Fusions.

Each area of study contains two set works but students will also consider a wider variety of music within the areas mentioned above.

**Assessment**

Performing music

Students will record their solo and group pieces in year 11. They can do more than one recording, but they all have to take place in the exam year of the course.
Each piece will be marked out of 30, giving a total of 60 marks.

Composing music

Each composition will be marked out of 30, giving a total of 60 marks.
The four briefs will be published on the 1st September each year.
A minimum of 5 hours of their composing, including the final write up and recording must be done under teacher supervision in the classroom.
Compositions will be submitted to the board at the end of the course.

Appraising music

Students will sit an exam of one hour and 45 minutes at the end of the course.
This will be marked by the board out of a total of 80 marks.
The exam will involve listening to music and writing about it.

**Other information**

Why study music?

- It enables creative learning
- It allows communication in a unique language
- It enables students to express themselves
- It broadens horizons
- It is academically rigorous
- It is well respected by top universities
- It is fulfilling and challenging
- It is varied and interesting.
- It has links to real life.

Career progression

The music industry is a big business and offers a huge range of opportunities in many different careers performance, film/video game music, teaching, marketing music, music journalism.
Students who study GCSE music will find plenty of options when it comes to choosing a future path.
Equipped with an awareness of musical genres and styles; performing, listening and composing skills; and music technology proficiency, students will be well equipped to pursue a musical profession.

But GCSE also offers a wealth of transferable skills, relevant to ongoing musical and non-musical study as well as future career development, including literacy, critical thinking, social skills and team working, leadership and communication, and time management and organisational skills. Musicians can be found in careers as diverse as law, the pharmaceutical industry and the diplomatic service.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Physical Education ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

The specification for GCSE PE will follow the guidelines below. We will complete the Edexcel Board specification, but all boards will be tied to the same requirements in terms of course content and structure, assessment methods and the weighting of aspects of the course.

The weightings are 60% theory (AO1, AO2 & AO3) and 40% practical (AO4).

### Course Content and Structure

Full course GCSE Physical Education has four main assessment areas:

AO1- 36%

* Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2- 24%

* Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

AO3- 30%

* Demonstrate and apply relevant skills and techniques in physical activity and sport Analyse and evaluate own performance to identify areas of improvement

AO4- 10%

* Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

Modules AO1 and AO2 will be the focus of theoretical study and will include the following areas, which should equip students with a strong base upon which they could study Physical Education at a higher level if desired;

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sport psychology
- Socio-cultural influences
- Health, fitness and well-being

**Practical activities from 2016**

The new rules for the teaching of Practical Activities (30%) are that students must offer one activity from the Team Activities, one from Individual Activities and one from either. The same activity may not be used more than once, so a student cannot use badminton as both a team (doubles) and individual (singles) activity for example.

Students are expected to have a very high level of sporting ability. A limited range of activities will be offered within the course and students are expected to be attaining high grades in at least 3 of these in core PE lessons, or participating at a high level with extra-curricular clubs or outside school in other activities on the specification. Currently, it is envisaged that the activities offered on the GCSE course will be:

Girls: Netball, Hockey, Athletics, Table Tennis and Handball.

Boys: Rugby, Football, Athletics, Table Tennis and Handball.

**To ensure that students have the right balance of skills to achieve success in the Practical Activities, it is imperative that they speak to their PE Teacher before deciding to opt for GCSE PE.**

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Religious Studies ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

This is an exciting course for those who have a genuine interest in the world around them. You will need an open, analytical mind and be willing to discuss and evaluate diverse beliefs and attitudes. This course encourages you to develop your own voice and opinions, with lots of discussions, group work and presentations.

The course consists of two main areas of study.

- **Peace and Conflict,** which focus on issues surrounding:
  **i)** Crime and Punishment,
  **ii)** Charity and international Aid,
  **iii)** War and Peace.
  All of these topics are discussed in relation to Christian attitudes. This topic also focuses on the Christian belief in God and living the Christian life.
- **Religion and Ethics** which focuses on issues surrounding:
  **i)** The importance of the Family
  **ii)** Matters of Life such as abortion and euthanasia
  **iii)** Animal Rights
  All of these topics are discussed in relation to Muslim attitudes. This topic also focuses on the Muslim belief in God and living the Muslim life.

**Exam Board**

The course will follow the Edexcel specification B entitled, 'Religion in Action'.
There are 2 exams at the end of Year 11 one for each area of study. **There is no coursework.**

We are confident that results will continue to be in line with previous years, for example, *over 80% of students who have taken RS in the last 9 years have attained A or A*( grade 7/8/9 from 2018).*

**Career Applications**

This course will help you to develop essential skills which can be used in a wide range of diverse careers, including; management, law, journalism, social work, medicine, the armed forces etc. By studying RS at this level, you have displayed to employers and HE establishments that you have a genuine interest in society; that you have mastered evaluative and decision-making skills and that you possess a flexible mind, which is open to logical arguments. This course is an important step in your future career path and is very much valued by prospective employers.

## ~~~~~~~~~~~~~~~~~~~~~~ Science; Biology, Chemistry, Physics ~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

All students will follow a Triple Science course with students having 6 lessons of Science per week in years 9 and 11 and 7 lessons in year 10. Teaching for the GCSE course will begin at the start of year 9.

All examinations are terminal examinations and take place at the end of year 11 , with students taking separate papers in Biology, Chemistry and Physics and being awarded 3 separate GCSE's. This is a demanding course with a large amount of content to study thus students have to work very hard both in class and on homework assignments to be able to complete the course to the standard required in 2 lessons per subject each week.

We currently enter our students for the AQA Biology, Chemistry and Physics GCSE's.

The current course will require students to sit 3.5 hours of exam papers for each of the 3 science subjects at the end of year 11. 15% of their marks in these exams will be for practical skills. It should be noted that only 15% of exam marks are given for recall. The other marks are given for demonstrating understanding and applying this understanding along with analysing information and ideas**.** A minimum of 10% of marks will test mathematical skills in GCSE Biology; 20% in GCSE Chemistry and 30% in GCSE Physics.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Biology ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The AQA GCSE Biology course enables students to explore the hugely diverse living world. The course provides an excellent understanding of the human body and how it functions as well as an appreciation of our impact on the world around us. There is a lot to learn so students will need to be highly motivated and hard-working independent learners. Students will be encouraged to see how science is used to solve problems ranging from infectious diseases to creating biofuels. Teaching will involve hands on practical work, group work and you will be encouraged to contribute ideas and make appropriate notes

**Exam Board and Specification**

AQA GCSE Biology

**Course Content and Structure**

| **Topics include:** |
| --- |
| Prokaryotic and eukaryotic cells.<br>Growth and development of cells.<br>Cell metabolism.<br>Transport in cells.<br>Transport systems in multicellular organisms.<br>Human circulatory system.<br>Transport systems in plants.<br>Health and disease.<br>Communicable diseases.<br>Treating, curing and preventing disease.<br>Non-communicable diseases in humans.<br>Nervous coordination and control in humans.<br>Hormonal coordination and control in humans.<br>Plant hormones.<br>Homeostasis in humans.<br>Importance of photosynthesis.<br>Levels of organisation within an ecosystem.<br>The principle of material cycling.<br>Pyramids of biomass and transfer through trophic levels.<br>Biodiversity.<br>Some of the biological challenges of increasing food yields using fewer resources.<br>Reproduction.<br>The genome and gene expression.<br>Inheritance.<br>Variation and evolution.<br>Selective breeding and gene technology. |

**Assessment:**
There will be short tests at the end of each topic and longer mock exams to enable students to track their progress. The GCSE examinations will be at the end of year 11.

**Additional Information:**
The practical component of the course will be assessed through questions in the written exams.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Chemistry ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The AQA GCSE Chemistry course explores the applications of Chemistry in everyday life from how we obtain plastics and fuels to ways in which Chemists have contributed to new developments in the forefront of cutting edge science and medicine. The course also looks at the impact of industrial processes on the environment and ways to minimise this impact and ensure that resources are not wasted. To enable students to fully understand the Chemistry involved they will also study traditional theoretical topics such as bonding, structure, energetics and chemical calculations.

**Exam Board and Specification**

AQA GCSE Chemistry

**Course Content and Structure**

The GCSE course covers;

Fundamental Ideas - Atoms, elements, compounds and mixtures. States of matter and state symbols. Word and symbol equations. The development of the model of the atom, atomic structure and electron structure. Size and mass of atoms, relative atomic mass and relative formula mass.

The Periodic Table- it's development and the structure of modern periodic table. Specific groups of the periodic table which are studied in detail are groups 1, 7, 0 and the Transition Metals.

Bonding, Structure and Properties – ionic, covalent and metallic bonding; how bonding and structure are related to the properties of substances. Structure and bonding of carbon; bulk and surface properties of particles, including nanoparticles.

Quantitative Chemistry – conservation of mass and balanced equations; mass changes when a product is a gas; chemical measurements. Moles; amounts of substances from equations; using moles to balance equations; limiting reactants and concentration of solutions. Percentage yield and atom economy. Using concentrations of solutions and volumes of gases in relation to amounts of substances.

Chemical Changes – Reactivity of metals; extraction of metals; oxidation and reduction. Reactions of metals with acids and salt preparation. The pH scale and neutralisation; titration and strong and weak acids. Electrolysis of molten solids and solutions and uses of the process.

Energy Changes – exothermic and endothermic reactions; Chemical cells and fuel cells.

The Rate and Extent of Chemical Change – calculation rates of reaction; factors which affect the rate of reaction; collision theory, catalyst and activation energy. Reversible reactions and energy changes; equilibrium and factors which affect it.

Organic Chemistry – Crude oil, hydrocarbons and alkanes; fractional distillation, properties of hydrocarbons, cracking and Alkenes; Reactions of alkenes and alcohols, carboxylic acids; polymerisation, synthetic and natural polymers; Amino acids and DNA.

Chemical Analysis – Purity, formulations and chromatography; Identification of common gases; identification of ions by flame tests and simple test tube reactions. Instrumental methods and flame emission spectroscopy.

Chemistry of the Atmosphere – the proportions of different gases in the atmosphere; evolution of the Earth's atmosphere; carbon dioxide and greenhouse gases; Climate change and carbon footprint; other common pollutants, their sources and effects.

Using Resources – sustainable development, potable water, waste water treatment; alternative ways of extracting metals; life cycle assessment, recycling and other ways of reducing the use of recourses; Corrosion and its prevention, alloys, ceramics, polymers and composite materials; The Haber process and the use of NPK fertilisers.

**Assessment**

There will be internal tests at the end of each topic as well as longer mock examinations. The GCSE examinations will all be at the end of Year 11.

**Additional Information:**

The practical component of the course will be assessed through questions in the written exams.

## ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ Physics ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

**Outline of Subject**

The GCSE Physics course allows students to appreciate the success of Physics in showing how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas – representing such features as energy, equilibrium points & differences driving change, forces, fields, and transmission by waves. Students will also appreciate that each of these ideas are inter-linked and are of universal application.

**Exam Board and Specification**

AQA GCSE Physics

**Course Content & Structure:**

The GCSE course covers;

Energy changes in a system, and the ways energy is stored before and after such changes. Energy conservation, dissipation and national and global energy sources. Changes of state and the particle model. Internal energy, energy transfers and particle motions. The particle model, pressure and pressure differences in fluids.

Forces and their interactions. Moments, levers and gears. Speed, velocity, acceleration; distance-time and velocity-time graphs. Forces and Newton's laws of motion. Safety in public transport.

Waves in the air, fluids and solids. Waves at material interfaces: their applications in exploring structures. The EM spectrum, frequency range of the spectrum and the interactions of electromagnetic radiation with matter and their applications. Colour and frequency; differential effects in transmission, absorption and diffuse reflection. Lenses. Black body radiation.

Series and parallel circuits. Current, potential difference and resistance. Domestic uses and safety. Static electricity – forces and electric fields. Permanent and induced magnetism, magnetic forces and fields Magnetic effects of currents and the motor effect. Induced potential, transformers and the national grid. Microphones and speakers; oscillating currents in detection and generation of radiation.

The nuclear atom and isotopes. Absorption and emission of ionizing radiations and of electrons and nuclear particles. Hazards and uses of radioactive emissions and of background radiation. Nuclear fission and fusion.

The Solar system; stability of orbital motions; satellites. Red-shift as sources move away; the 'big bang' and universal expansion.

GCSE Physics students also develop their skills in working scientifically throughout the course and are taught how to approach scientific studies and evaluate scientific theories and evidence.

**Assessment:**

There will be internal tests at the end of each topic as well as longer mock examinations. Students will complete their GCSE assessments as terminal examinations at the end of their course in the summer examination period of year 11.

**Additional Information:**

Core practicals are completed throughout the course and assessed as part of the external examinations in year 11.

**Year 9 Citizenship**

Please see description on page 5.

**PHSCE programme**

Personal, Health, Social and Citizenship Education will continue to be an important aspect of the school curriculum and will build upon work covered in Years 7 and 8. The PHSCE course provides opportunities for students to participate in discussion and to listen to others, as well as participate in project work on a range of issues. Topics covered are directly relevant to students of this age group.
Across years 9, 10 and 11 the aims of the programme are:

- to develop self-awareness and self-direction;
- to encourage self-discipline and personal responsibility;
- to help each individual become part of a caring group, with an understanding of collective responsibility;
- to help students develop their relationships with others;
- to help each student prepare for a period of hard work, revision and examinations;
- to enable students to make informed decisions about post 16 options;
- to widen horizons and give information about life after school, money matters, citizenship, consumer affairs, the world of work etc.

Specific areas taught include:

- Careers and work-related learning;
- Finance;
- Risk management;
- Religious education;
- Health (including sex education and relationships, drugs, alcohol, diet and exercise, stress management and mental health);
- Citizenship and work-related learning;
- Leadership and team building.

Careers education and guidance are an important element of the PHSCE programme throughout Years 9, 10 and 11. All students will have tutorial sessions giving information about Careers and further advice is available from the School Careers Coordinator or Liz Hirst, the Careers Advisor.

**Physical Education**

In Year 9, every student will continue to have two PE lessons per week. These lessons will utilise many of the activities covered in years 7 and 8 and there will be some choice of activity based on pathways options. The use of conditioned games and learning through competitive situations will have a greater emphasis.

In Years 10 and 11 students are taught a minimum of two different activities, at least one of these being a major game. The students must participate in frequent physical activity conducive to a healthy lifestyle. To fulfil these requirements the programme takes its roots from Key Stage 3 and opportunities are developed to allow for the expression of skills or new experiences.

The structure of the course is the same for boys and girls, although the choice of activities differs. There is a focus on 'Healthy Active Lifestyles' with health-related exercise forming the basis both the boys' and girls' courses. The boys follow a programme including HRE, rugby, association football, tennis, baseball, and athletics. The girls have the options of JSLA, Zumba, squash, yoga, badminton, basketball, rounders, fitness and netball.

A full range of extra-curricular activities is available in the form of inter-house and inter-school activities and more informal opportunities to participate simply for recreation.

## Year 9 GCSE Preference Form 2019

| The Crossley Heath School Y9 GCSE Subject Preferences Form 2019 | | | | |
|---|---|---|---|---|
| **Name:** | | | **Form:** | |
| | **MFL** | **Humanity** | **Open (choose 2)** | |
| | **French**<br>**German**<br><br>**Chinese (students in 8C only)** | **Geography**<br>**History**<br>**Religious Studies** | **Design and Technology**<br><br>**Food Preparation and Nutrition**<br><br>**Art and Design**<br><br>**Music**<br><br>**GCSE PE**<br><br>**Computer Science**<br><br>**Engineering**<br><br>**Additional MFL**<br>(please state)<br><br>**Additional Humanity**<br>(please state) | |
| **My preferences** | | | | |

In case there are timetable issues with your above preferred choices, please state the following:
**Reserve Preference Open Subject:**

**Student's signature:** **Date**

**Parent's signature:** **Date**

**The completed form should be returned to the student's form tutor before Wednesday March 20th 2019**