Drapers’ Academy
Key Stage 4 Curriculum Information
Key Stage 4 Art

Art at Key Stage 4 follows the AQA specification. GCSE Art and Design provides pupils with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature, pupils are actively encouraged to write their own project briefs. This is a two unit specification, Unit One being the coursework portfolio and Unit Two is the Externally Set Assignment.

The specification enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

<table>
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<th>Year 10</th>
<th>Year 11</th>
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</thead>
<tbody>
<tr>
<td>Coursework: media and techniques exploration</td>
<td>Coursework: GCSE Personal Project 2</td>
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<tr>
<td>Coursework: GCSE Personal project 1</td>
<td>Unit 2: Externally Set Assignment</td>
</tr>
<tr>
<td>Gallery visit and related work.</td>
<td>10 hour Exam</td>
</tr>
<tr>
<td>Mock Exam.</td>
<td>Presentation of portfolio</td>
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</tbody>
</table>
Key Stage 4 Business Studies

Qualification: Edexcel GCSE Applied Business

Year 10

Pupils investigate the meaning of enterprise and the skills required to be successful in business. They then consider business activity, how and why businesses set aims and objectives, and the factors which decide the most appropriate form of business ownership, and also ethical issues. Pupils examine stakeholders and their importance to businesses, whilst understanding how conflicts arise and are resolved.

Pupils investigate how businesses are organised which includes functional areas, communication between functional areas and organisation structures. Pupils investigate the people involved in business such as customers and employees, whilst considering recruitment, selection and training.

Pupils will explore the ways in which businesses try to establish an advantage over their competitors by altering their marketing activities. The study of marketing activities will focus on how businesses use these activities in practice. Pupils will gain an understanding of the importance of marketing to businesses and the huge variety of options available to firms when developing the marketing mix. Both primary and secondary research will be considered and discussed how this will have an impact on developing an integrated marketing mix covering the four basic elements of product, price, place and promotion.

Year 11

Pupils will complete their controlled assessment using the knowledge and skills acquired during year 10. The controlled assessment contains three topics:

- What is a business and what do businesses do?
- How are businesses organised?
- Why are stakeholders so important?

Pupils select two businesses – one local and one national/international – to research. Pupils then answer a number of set questions based on the content of the unit in relation to the selected businesses, using their research materials, under controlled conditions of a set duration.

Financial Records exam - pupils will investigate the role, construction and importance of a range of financial documents, including purchase orders, invoices and credit notes, and statements. Pupils investigate the nature, advantages and disadvantages of business payment methods, both cash and credit, and also the range and categorisation of business costs. Pupils learn how to use, structure and the content of financial statements, profit and loss and balance sheets in business whilst investigating why these financial statements are important in business, and how their content is of use to various business stakeholders. Throughout, pupils will need to consider the role and relevance of ICT.
Key Stage 4 Design Technology – Graphic Products

This course is concerned with visual, imagery and the production of 3 dimensional outcomes. Pupils will be taught a wide range of graphical techniques to create, develop and communicate solutions to a problem. The solutions will be modelled in compliant materials to convey 3 dimensional concepts to others, using variety on manufacturing techniques.

Pupils will learn:

- To be creative and innovative.
- To produce effect sketch design ideas against a design criteria.
- To generate images using computer paint packages.
- To manufacture products using CAD/ CAM.
- To consider the environment and sustainability issues.
- To design products that meets the needs of consumers.

Possible Careers

Graphic designer, computer game designer, interior designer, architect, landscape designer, illustrator, product designer etc.

Qualification Offered

GCSE Graphic Products

Assessment

Controlled Assessment - 60% of the total marks

- A design and make project where pupils respond to given design brief.
- Pupils will be given forty hours to complete the project during their lessons in year 11.

Written Examination Paper - 40% of the total marks

- Section A- Design based questions linked to a theme.
- Section B- Question linked to the specification content.
**GCSE Design Technology - Resistant Materials**

This is a GCSE course that involves designing and making products using three main materials: - wood, metal and plastic.

Pupils will have to follow a design process which involves describing a problem, research, analysis, writing a specification, sketching ideas, developing a solution, planning, making, testing and evaluating.

The use of Computer Aided Design and Manufacture will be used to improve the quality and manufacture of the projects.

Pupils will learn:

- To be creative and innovative.
- To produce effective sketch design ideas against a design criteria.
- To manufacture products using CAD/ CAM.
- To consider the environment and sustainability issues.
- To design products that meet the needs of consumers.
- To critically evaluate a product based on a specification.

**Possible Careers**

Product designer, construction, carpenter, engineering, furniture designer etc

**Qualification Offered**

GCSE Resistant Materials

**Assessment**

**Controlled Assessment - 60% of the total marks**

- A design and make project where pupils respond to given design brief.
- Pupils will be given forty hours to complete the project during their lessons in year 11.

**Written Examination Paper - 40% of the total marks**

- Section A- Design based questions linked to a theme.
- Section B- Question linked to the specification content.
Key Stage 4 Design Technology - Textiles

This course gives pupils the opportunity to design and make quality ‘real life’ products, using different types of fabrics, techniques and processes relevant to today’s environment.

For pupils with a genuine interest in fashion design this course can prepare you for progression into Textiles at A level.

Pupils are required to demonstrate fully their design and technology capabilities by combining skills with knowledge and understanding, in order to design and make quality textile products, such as clothes, accessories (belts, bags, hats) etc.

During the two-year course pupils will be involved in studying different fashion trends and forecasts, fabrics, design for retail and commercial purposes. Planning and organisation can be undertaken using computers, either to aid design work or the making of the product. Pupils will be given the opportunities to explore different means of fabric embellishment, for example screen printing, batik, tie dye, silk painting as well as using a laser cutter.

Qualification Offered

GCSE Textiles Technology

Assessment

Controlled Assessment - 60% of the total marks

- A design and make project where pupils respond to given design brief.
- Pupils will be given forty hours to complete the project during their lessons in year 11.

Written Examination Paper - 40% of the total marks

- Section A- Design based questions linked to a theme.
- Section B- Question linked to the specification content.
Key Stage 4 Drama

Aims and Learning outcomes

The Edexcel GCSE in Drama encourages students to:

- develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

Assessment

The course consists of 3 units. The first two units consist of a six hour practical workshop each with documented evidence of 2000 words for unit 1 and 3000 words for unit 2. Unit 3 will consist of a devised or scripted piece which will be prepared and acted out for an external examiner.

Unit 1 consists of 30% of total marks, unit 2 is 30% as well and unit 3 will total 40%. The total of all three units will total 100%.

Homework

All GCSE Drama Pupils are expected to produce Set Task will consist of the equivalent of one hour of homework a week. For further information about the course please see Ms Lee.

More detailed course information is available on the exam board's website [http://www.edexcel.com/Pages/Home.aspx](http://www.edexcel.com/Pages/Home.aspx)
Key Stage 4 English

Aims of the English Faculty

• To develop every pupil’s ability to use language with competence and confidence.

• To encourage a love of reading and to stimulate interest in and enjoyment of literature.

Key Stage 4

During Year 9, Year 10 and Year 11 pupils at Drapers’ Academy follow a three-year course in English Language and English Literature. This course introduces them to a variety of writers as well as giving them confidence in their own written and spoken communications.

• All pupils develop skills in reading and responding to a variety of fiction and nonfiction texts and writing for a variety of purposes.

• They continue to study classic and contemporary novels, plays by Shakespeare and other writers as well as heritage and modern poetry.

• Speaking and listening skills is developed through debating and presenting projects in preparation for their spoken language unit.

The public examination pupils are currently being entered for is the AQA GCSE, in English Literature and English Language.
Key Stage 4 History

“The Future belongs to those who prepare for it today”

It is our goal to prepare our pupils for a future which we hope they will play a strong part in shaping. At Drapers' Academy we provide a broad and engaging History course in line with National Curriculum guidelines and strive to enrich our pupils' understanding of the world around them. We challenge them to question the key events that have contributed to the society that we live in today and our goal is to inspire young passionate learners who are independent thinkers that care about the world around them.

At Key Stage 4 we offer the following topics.

GCSE History

At GCSE pupils develop their range of knowledge by looking at European events such as the rise of Communism in Russia and Nazism in Germany. This is complemented with a study into post war international events and the development of the Cold War between Russia and the USA.

Closer to home, pupils learn about the role of women in Britain as well as the formation of modern British Society through the Liberal Reforms and the effects of World War One. Our GCSE offers the chance for pupils to develop some of their pre-existing knowledge whilst acquiring a deeper appreciation of their own country and its history.
**Key Stage 4 Computer Science**

This is a practical course leading to the OCR Examination Board GCSE in Computer Science.

The OCR GCSE Computer Science Specification has been developed to meet the demands of a modern and evolving computer science industry.

This qualification helps build pupil confidence and provides pupils with the tools to meet the challenges of the new computing specification, with challenging tasks and activities which test the computational skills and knowledge that students require for the successful preparation of their assessments and the written examinations.

Python is the key programming language pupils will be introduced to in order to complete the practical element of the GCSE.

Extra-curricular support is offered in the areas of programming and algorithm use.

**Assessment:**

**Component 01 Computer Systems**

This is a 1 ½ hour examined unit, which is worth 40% of the total GCSE. The component cover key topics like Systems Architecture; Memory; Storage; Wired and Wireless Networks; Network Topologies, Protocols & Layers; System Security; Systems Software; Moral, Legal, Cultural and Environmental Concerns.

**Component 02 Computational Thinking, Algorithms and Programming**

This is a 1 ½ hour examined unit, which is worth 40% of the total GCSE. The component covers key topics like: Algorithms; Programming Techniques; Producing Robust Programs; Computational Logic; Translators and Facilities of Languages; Data Representation.

**Component 03 Programming Project**

This is a 20-hour non-examined assessment, worth 20% of the total GCSE. The component covers key topics like: Programming Techniques; Analysis; Design; Development; Testing & Evaluation and Conclusions.
**Key Stage 4 Mathematics**

At Key Stage 4, students study the Edexcel Linear GCSE Mathematics – 1MA0. The specification is here: [GCSE Specification](#). There are two tiers of entry, higher and foundation.

The exam, for both tiers, consists of two exam papers which are sat at the end of year 11.

<table>
<thead>
<tr>
<th></th>
<th>Foundation Tier</th>
<th>Higher Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades Available</strong></td>
<td>G to C</td>
<td>D to A*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(E is allowed for students who just miss out on the D-grade).</td>
</tr>
<tr>
<td><strong>Sat by:</strong></td>
<td>Set 4,5,6,7,8</td>
<td>Sets 1, 2 and 3</td>
</tr>
<tr>
<td><strong>Paper 1 – Non-calculator</strong></td>
<td>1 hour 45 minutes</td>
<td>1 hour 45 minutes</td>
</tr>
<tr>
<td>100 marks and worth 50% of the assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paper 2 – Calculator</strong></td>
<td>1 hour 45 minutes</td>
<td>2 1 hour 45 minutes</td>
</tr>
<tr>
<td>100 marks and worth 50% of the assessment</td>
<td></td>
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</tr>
</tbody>
</table>

Edexcel GCSE Mathematics Linear A Foundation/Higher textbooks are used in years 10 and 11.

Students are expected to complete one piece of homework per week. As with key stage 3, they are expected to seek help outside of lessons if they have difficulty with the set tasks. All homework is set via show my homework.

Pupils are provided with free revision guides and workbooks in year 11, which follow compliment the textbooks used in class.

Students also take Edexcel Linear GCSE Statistics in year 10, hence making mathematics a double award.
Key Stage 4 Modern Foreign Languages

The obvious reason for studying modern languages is to develop excellent linguistic skills. However, studying languages will also:

- Improve your employment prospects and earning power
- Give you the skills to work or study abroad
- Help you gain access to other cultures and traditions
- Enable you to meet new people and make new friends
- Help you understand your own language better
- Impress employers and universities
- Be fun, exciting and challenging

Aims of the course

Pupils will be given the opportunity to regularly practice the four key skills and will work individually, in pairs and in groups.

- Listening – to understand spoken French/German in a variety of different contexts
- Speaking – to communicate with French/German speakers, at home and abroad
- Reading – to understand a wide range of texts in French/German, such as magazine articles and information found on the internet
- Writing – to produce your own texts in clear and accurate French/German

Assessment

Writing: 2 short essays of approximately 200 words – 30% controlled assessment
Speaking: 2 short pre-prepared presentations – 30% controlled assessment
Reading: 1 external exam – 20%
Listening: 1 external exam – 20%

Qualification offered

GCSE in French or German
Key Stage 4 Music

NCFE VCERT Musical Performance

Qualification Content

The NCFE VCERT qualification prizes practical musical ability and provides pupils to develop their instrumental and performance skills. Whilst all pupils will perform, in addition some may choose to explore supporting industries such as sound engineering and event management etc.

Learners are required to complete three of the four assessed units outlined below.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Overview</th>
<th>% of total award</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 (Mandatory)</td>
<td>Developing Skills For Performance - Learners assess the skills required by musicians and explore the benefits and practicalities of skills development. Learners demonstrate how the rehearsal/practice process impacts their skills.</td>
<td>25%</td>
</tr>
<tr>
<td>02 (Mandatory)</td>
<td>Prepare and Perform - This unit develops the understanding and effectiveness of preparing for, taking part in and evaluating a performance.</td>
<td>25%</td>
</tr>
<tr>
<td>03 (Optional)</td>
<td>Performance Production in Practice - Learners develop understanding of the practical and organisational processes that surround the successful staging of a performance and are required to take part in the development process.</td>
<td>50%</td>
</tr>
<tr>
<td>04 (Optional)</td>
<td>Performance Design and Technology in Context - This unit highlights how design and production skills contribute to an overall performance product. Learners will explore technical roles and the requirements of a design brief for a musical production.</td>
<td>50%</td>
</tr>
</tbody>
</table>

Entrance Requirements

• The VCERT programme is accessible to pupils with a good musical understanding, dedication to solo practice and an established instrumental or vocal ability
• Pupils must have access to an instrument for solo practice outside of lessons

Pupils will be required to take attend instrumental lessons, maintain daily independent practice and take part in a number of public performances during the course.

Pupils are given the opportunity to develop:

• Instrumental skills through the provision of free weekly instrumental tuition
• Understanding of musical theory
• Creativity through the study of composition and improvisation
• Solo and ensemble performance skills
• Understanding and knowledge of music related technologies and software
• Awareness of career paths within the music industry and related sectors
• Investigative, analytical, critical and aural skills
Why NCFE VCERT Musical Performance?

• This course offers a more practical approach to music making than the GCSE pathway
• The course builds on knowledge and skills more relevant to todays’ contemporary musicians and technologists
• Pupils are able to place more emphasis on their own areas of expertise and interest
• As recognised in the Music Education in England review (DfE; 2011) other proven benefits of a quality music education include “Increased self esteem and aspirations; improved behaviour and social skills; and improved academic attainment in areas such as numeracy, literacy and language.”

Qualification Offered:
NCFE VCERT Performance Skills
Key Stage 4 PE

All year 10 and 11 pupils have two lessons of core PE a week. Pupils in these years have the opportunity to use the skills they have brought from key stage 3 studies and develop their knowledge of tactics in competitive situations.

An overview of the areas of activity each half term are below.

<table>
<thead>
<tr>
<th>Half Term</th>
<th>Areas of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rugby, Netball, Fitness, Hockey</td>
</tr>
<tr>
<td>2</td>
<td>Football, Trampolining, Basketball</td>
</tr>
<tr>
<td>3</td>
<td>Table Tennis, Volleyball, Identifying and Solving Problems</td>
</tr>
<tr>
<td>4</td>
<td>Badminton, Gymnastics, OAA</td>
</tr>
<tr>
<td>5</td>
<td>Athletics</td>
</tr>
<tr>
<td>6</td>
<td>Rounders, Cricket, Tennis</td>
</tr>
</tbody>
</table>

Exam Board – Edexcel

Practical – 60% (One lesson of practical per week)

The course is comprised of 60% practical which means pupils must be dedicated to practical lessons and after school clubs. In every practical unit covered pupils will be marked out of 10 with the best four sports chosen for them to be formally assessed in, in front of an external examiner.

The practical unit also consists of a coursework unit in which the pupils are asked to plan and design a Personal Training Programme for themselves.

Theory – 40% (Three lessons of theory per week)

The theory element to the course is based around the influences on personal health and exercise in year 10 and biological units of work in year 11, such as muscles and the cardiovascular system.

Extra Curricular and Sports Fixtures

Extra curricular clubs are a very important part of the PE Faculty. The clubs that are offered every day are on the website and the dates of fixtures are on the calendar link at the bottom of the homepage.
Key Stage 4 Religious Studies

Drapers’ Academy is a non-denominational school and Religious Studies (RS) is intended to be suitable for all students. The study of all six major world religions and consideration of other secular views takes place in KS3 in addition to learning about philosophy and ethics. We offer the opportunity for personal reflection and spiritual development. RS enhances awareness and understanding of religions and beliefs, teachings, practices and forms of expression, and of the influence of religion on individuals, families, communities and cultures.

Drapers’ students are expected to show respect and understanding of the views of others and to reflect upon their own experiences. Our approach actively encourages our students to engage positively in wider society, religion and culture and, in this respect; it is designed to be of worth to pupils from any or no religious background. In developing the skills of analysis, interpretation, evaluation and empathy our aim is to bring learning to life and establish the qualities of critical-thinking, mutual respect, toleration, understanding and engagement with our community and wider society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. At KS4 students develop knowledge and understanding of Christianity and another Abrahamic Religion.

Religious education at Draper’s Academy prepares students for adult living. It is essential that students are able to understand different belief, values and traditions of world religions and be able to express their own views clearly and coherently.

Within Religion and Ethics students also benefit from studying PSHE and Citizenship themes in form time. Religion and Ethics supports students to develop their own social, moral, spiritual and cultural understanding of the world. Students explore current issues on a local, national and global scale and develop an understanding of the impact these issues have on individuals, communities and the world.

KS4

In Key Stage 4 all students study the AQA GCSE Religious Studies qualification. This is split into two papers:

**Paper 1: Religious beliefs and practices; Christianity and Islam**
In Year 10, all students will study core beliefs and practices in Christianity and Islam, this includes studying denominations within both religions; Sunni and Shia Islam, Protestant and Catholic Christianity.

**Paper 2: Thematic Paper**
In Year 11, all students will begin the ‘themes’ paper, studying this in two lessons per week. This paper examines some key philosophical questions: the problem of evil and suffering, the arguments for the existence of God, miracles and divine revelation, immortality and the conflict between science and religion, the environment, animal rights, euthanasia, abortion, and issues of peace and conflict.

The have two exams and each paper is 1 hour and 45 minutes long and contains a combination of questions weighted at between 1 and 12 marks.
Subject Key Aims

To learn about the beliefs, teaching and sources of authority in the major religions. To understand religious practices and ways of life.

To understand that religious beliefs can help develop a sense of identity. To appreciate that individuals and cultures express meaning in different forms.

To explore the concepts of meaning, purpose and truth. Students will learn about different responses to philosophical and ethical issues.

To support students in becoming informed citizens exploring current issues on a local, national and global scale and enable them to form their own opinions in a supportive environment.

To explore issues related to sexual relationships and drug and alcohol abuse.

Key Stage 4 Sociology

Sociology is the pursuit of and application of knowledge and understanding of the society. We ask the questions: ‘Why do people behave in the ways that they do?’ And ‘what is the relationship between people and society?’ We use both qualitative and quantitative methodology based on evidence and observation to find answers these questions.

Pupils appear to enjoy this subject as it is an area where there real life experiences are relevant. We help students understand their everyday lives and how they can contribute to society.

At KS4 we offer the following courses to prepare our pupils for A ‘Levels or for College.

AQA GCSE Sociology - During the course pupils cover all the topics on the AQA exam; Culture and Identity, The Family, The Education System, The Media, Power and Politics, Religion, research Methods, Crime and Deviance. These are all looked at by applying theoretical perspectives and modern day examples from text books, the BBC News web pages and C4 News.

All pupils sit two papers at the end of Year 11. There is no coursework.
Key Stage 4 Science

This is a two year GCSE course. This qualification is linear. Linear means that students will sit all their exams at the end of the course. The course is assessed by means of six exams.

Subject Content

Biology


Chemistry


Physics


Assessments

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper 1

What’s assessed

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

How it’s assessed

• Written exam: 1 hour 15 minutes
• Foundation and Higher Tier
• 70 marks
• 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.
Biology Paper 2

What's assessed

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

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Chemistry Paper 1

What's assessed

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

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Chemistry Paper 2

What's assessed

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

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.
Physics Paper 1

What’s assessed

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

How it's assessed

• Written exam: 1 hour 15 minutes
• Foundation and Higher Tier
• 70 marks
• 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Physics Paper 2

What’s assessed

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

How it's assessed

• Written exam: 1 hour 15 minutes
• Foundation and Higher Tier
• 70 marks
• 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.