



ENGLISH LANGUAGE

Subject English Language		Head of Department Mrs C. Curtis
Exam board OCR syllabus J351		
Website http://www.ocr.org.uk/qualifications/gcse-english-language-j351-from-2015/		
Unit	Exam	Content (optional)
Paper 1	2 hours	Non-fiction Reading and Writing
Paper 2	2 hours	Fiction or literary non-fiction Reading and Writing
Speaking & Listening	Internal assessment	Oral presentation (separate qualification)
Recommended additional reading materials Non-fiction texts on contemporary topics (e.g. newspaper articles, BBC website) and as much fiction as possible.		
Additional subject support available English area of the WCGS Team Learning Drive.		
Further information on re-takes All exams are taken in the summer of Year 11. There are no re-take opportunities.		
Additional information If a student misses a lesson for any reason it is crucial that he is proactive about catching up. All lesson resources are on the English area of the WCGS Team Learning Drive.		

ENGLISH LITERATURE

Subject English Literature		Head of Department Mrs C. Curtis
Exam board Edexcel		
Website http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html		
Unit	Exam	Content (optional)
Paper 1	1 hour 45 mins	<i>Macbeth</i> and <i>An Inspector Calls</i>
Paper 2	2 hours 15 mins	<i>Dr Jekyll and Mr Hyde</i> , anthology poetry and unseen poetry
Course text book With the exception of the poetry anthology, which is provided by the school, students need to purchase their own texts so they can annotate them. The exams are closed book.		

'An Inspector Calls' (Heinemann Plays):	£8.24 (variable)
'Macbeth' (Oxford School Shakespeare):	£5.24 (variable)
'Dr Jekyll and Mr Hyde' (Wordsworth Classics):	£1.99

The texts can also be purchased second-hand from eBay and Amazon Marketplace from as little as £0.01.

Recommended additional reading materials

Modern novels and plays, Shakespeare works, novels from the English literary canon, and modern or English heritage poetry.

Additional subject support available

All lesson resources are on the English area of the WCGS Team Learning Drive.

Further information on re-takes

All exams are taken in the summer of Year 11. There are no re-take opportunities.

MATHEMATICS

Subject Maths		Head of Department Miss G. Bird
Exam board Pearson (Edexcel)		
Website http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html		
Qualification	Exams	Notes
GCSE Mathematics (9-1)	3 papers of 1½ hrs each, one non-calculator, two calculator May/June 2020 (end of Y11)	All students sit the Higher Level papers. Some students from set 1 may be entered at the end of Y10 dependent on the results of a series of mock exams held during Y10.
Programme of Study In addition to the syllabus for the GCSE exam, students are taught a number of enrichment and extension topics. Students in sets 1-4 will also study for an additional, harder qualification to be taken in Y11. Some work towards this will take place during Y10 and the rest during Y11. Students in Sets 1 & 2 will study the AQA Level 2 Further Maths course during Y10 as extension work and during Y11 will study a Level 3 course, OCR FSMQ Additional Maths . The AQA exam is due to be updated for the 2020 exams and the study of it is subject to this new version being suitable. The new syllabus is not yet available, but this is the link to the old exam . Early entry in Y10 will be decided during the year in response to mock exam results. The mock exams will take place in January with a further set in March or April. Only those students thought to be highly likely to gain a grade 9 at this point will be entered early. All other students will take the exam at the end of Y11.		
Course text book Students are not issued with a course textbook as class resources come from a variety of sources. However, this is the book kept in the classroom and most frequently used:		

Collins GCSE Maths - Edexcel GCSE Maths Higher Student Book [Fourth edition] ISBN: 978-0-00-811381-0 ([Amazon link](#) for Textbook)

Students ARE issued with a Homework book:

Collins GCSE Maths - Edexcel GCSE Maths Higher Practice Book: Use and apply standard techniques [Fourth edition] ISBN: 978-0-00-811387-2 ([Amazon link for homework practice book](#))

Recommended additional reading materials

- Use of the website <https://www.mymaths.co.uk/>
- You may already have a Mathswatch DVD, which has video clips on the majority of topics on the syllabus together with practice questions which have clips going through the solutions and a large number of worksheets. If you have the red/purple version, this was designed for the old GCSE but is fine for the new GCSE - follow the menu for the Linear GCSE. The up to date version (blue) is available via [Parentpay](#). Print the receipt and take it to your maths teacher who will exchange it for your CD. When out of stock the link disappears but will reappear when new stock comes in.
- CGP Revision guides and Workbooks with answers for the Edexcel GCSE are available from school via [Parentpay](#). Print the receipt and take it to your maths teacher who will exchange it for your book(s). When out of stock the link disappears but will reappear when new stock comes in.
- Nrich <http://Nrich.maths.org> has problems, usually of an investigative nature, targeted at different age groups on themes that change monthly. Students can submit their solutions. Stages 3 or 4 or possibly even some of the easier stage 5 problems would be appropriate for students in Y10.
- The following has information about how maths is used in the workplace and many articles about maths in the real world [Mathscareers](#)
- The following is an online magazine, again with many articles relating Maths to the real world. It is aimed primarily at older students [Plus Magazine](#) but the majority of articles are accessible to Y10 students.

Additional subject support available

One-to-one mentoring by Sixth Formers will be arranged for selected students.

All students are welcome to see teachers at any time if they need help, so long as the teacher is not busy. They may ask any maths teacher for help or advice, not just their own teacher. They may also ask a Sixth Former to help them.

Further information on re-takes

Students taking the GCSE in Y10 (or earlier) who don't achieve a grade 9 will be able to retake it in Y11. Parents will be expected to pay for this second entry.

Additional information

- Students MUST have their own scientific calculator - Casio fx-991EX ClassWiz is STRONGLY recommended and is available from school via [Parentpay](#). Please ensure it is named. This has many features in addition to those on the more basic calculator and is well worth the extra investment for the upgrade.
- Students MUST also have a protractor and compasses, in addition to a ruler, pencil, red and purple pens etc AND remember to bring them to lessons and exams.
- A level Mathematics is accessible to all students who gain a grade 7 in their GCSE Mathematics regardless of which set they are in.
- To study A Level Further Mathematics at WCGS students will need to gain a grade 8 in their GCSE and a high grade in an extension exam such as the AQA Further Maths or Additional Maths. (Current requirements, subject to review.)

FRENCH

Subject French	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Exam board: EDEXCEL (new GCSE) http://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html	
1. There are no external examinations taken in Year 10 unless the pupil has a French background and wants to sit the exam beforehand. All internal examinations will take place in the Summer Term.	
2. In Year 10 there is a lot of preparation, material gathering and practice for the GCSE external examinations and pupils complete exam style end of unit tests throughout the year.	
3. For Topic Outlines: Theme: Local area, holiday and travel Holidays: preferences; experiences; destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping Town, region and country: weather; places to see; things to do Theme: School <ul style="list-style-type: none"> ● What school is like: school types; school day; subjects; rules and pressures; celebrating success ● School activities: school trips; events and exchanges 	
Course textbook(s) <u>Studio Edexcel GCSE French</u> (higher) written by Clive Bell, Anneli McLachlan; Gill Ramage; <u>Edexcel GCSE French</u> (higher) written by Clive Bell, Rosi McNab and Gill Beckett. Each student has access to a copy of the <i>Edexcel</i> and <i>Studio</i> textbooks in class and will continue to use the grammar and translation workbook (<i>Studio</i>), purchased in Y9, for extra practice. Students will also be given access to Active Learn, an online programme which is mainly used for homework, extra listening and reading exercises and to practise vocabulary and various grammar points.	
The course has a communicative approach and focuses on the 4 language skills (Listening, Speaking, Reading and Writing) as well as grammar structures. Role plays, picture based discussions, conversations in TL, translations, transcriptions (dictations) activities and the use of authentic resources (including literary texts, songs, poems, films, letters, articles) are an integral part of language teaching.	
Pupils in Year 10 will complete controlled assessment style tasks at the end of each unit of study to provide them with practice opportunities before their real assessments in Year 11.	

SPANISH

Subject Spanish	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Exam board: EDEXCEL (new GCSE) http://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html	
1. There are no external examinations taken in Year 10 unless the pupil has a Spanish background and wants to sit the exam beforehand. All internal examinations will take place in the Summer Term.	
2. In Year 10 there is a lot of preparation, material gathering and practice for the GCSE external examinations and pupils complete exam style end of unit tests throughout the year.	
3. For Topic Outlines: Theme: Local area, holiday and travel Holidays: preferences, experiences and destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping Town, region and country: weather; places to see; things to do Theme: Identity and culture Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Cultural life: celebrations and festivals; reading; music; sport; film and television	
Course textbook <u>Viva Edexcel GCSE Spanish (higher)</u> written by Rachel Hawkes and Christopher Lillington; <u>Edexcel GCSE Spanish (higher)</u> written by Anneli McLachlan, Leanda Reeves and Charonne Prosser. Each student has access to a copy of the <i>Edexcel</i> and <i>Viva</i> textbooks in class and will continue to use the grammar and translation workbook (<i>Viva</i>), purchased in Y9, for extra practice. Students will also be given access to Active Learn, an online programme which is mainly used for homework, extra listening and reading exercises and to practise vocabulary and various grammar points.	
The course has a communicative approach and focuses on the 4 language skills (Listening, Speaking, Reading and Writing) as well as grammar structures. Role plays, picture based discussions, conversations in TL, translations, transcriptions (dictations) activities and the use of authentic resources (including literary texts, songs, poems, films, letters, articles) are an integral part of language teaching.	
Pupils in Year 10 will complete exam style tasks at the end of each unit of study to provide them with practice opportunities before their real assessments in Year 11.	

HISTORY

Subject History	Subject Leader Dr K. Meek
The History Department follows the Edexcel GCSE(9-1) History specification.	
We begin Year 10 with GCSE Paper 3: Modern Depth Stud Option 30: Russia and the Soviet Union, 1917-41.	
Topics include <ul style="list-style-type: none">• The revolutions of 1917• The Bolsheviks in power, 1917-24• Stalin's rise to power and dictatorship, 1924-41• Economic and social changes, 1924-41	
We will then move onto Paper 2: Period studies - Options 26/27: Superpower relations and the Cold War, 1941-91. This is a companion section the Anglo-Norman Course studied in Year 9. Both the Anglo-Norman paper and Superpower relations are examined in the same exam.	
Topics for Superpower relations include: <ul style="list-style-type: none">• Origins of the Cold War, 1941-58• Cold War crises, 1958-70: Berlin; Cuba Czechoslovakia• The end of the Cold War, 1970-91	
Support for all GCSE History course will be provided through detailed Personal Learning Checklists which will contain links to additional reading.	
There will be no external examinations in Year 10. Internal examinations will take place in the Summer Term. The end of Year Exam will focus solely on Superpower Relations and Anglo-Saxon and Norman England. Students will be assessed regularly throughout the year with assessments matching, as closely as possible, the format of actual exams.	
Textbooks: Edexcel GCSE (9-1) History Russia and the Soviet Union, 1917-1941 Student Book (EDEXCEL GCSE HISTORY (9-1)). ISBN: 978-1292127330	
Edexcel GCSE (9-1) History: Superpower relations and the Cold War, 1941–91 (EDEXCEL GCSE HISTORY (9-1)). ISBN: 978-1292127279	
Students will be issued with a copy of these textbooks. They need to be returned in good condition at the end of the course. Students are strongly encouraged to purchase their own copies to assist with revision.	

GEOGRAPHY

Subject Geography	Subject Leader Mrs S. Mills
Year 10 Geographers are currently studying towards the Edexcel GCSE (9-1) Geography A (2016) .	
In Year 10 students will study changing cities and the changing landscapes of the UK (coasts and rivers)	

Link to specification

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>

Recommended textbook

GCSE (9-1) Geography specification A: Geographical Themes and Challenges (Edexcel Geography GCSE Specification A 2016) by Rob Clemens

Published by Pearson

Examination consists of 3 components:**Component 1: The Physical Environment (37.5% of the qualification: written examination 1.5 hours, 94 marks)**

Topic 1- The changing landscapes of the UK – River landscapes and processes and Coastal landscapes and processes.

Topic 2 – Weather hazards and climate change.

Topic 3 – Ecosystems, biodiversity and management.

Component 2: The Human Environment (37.5% of the qualification: written examination 1.5 hours, 94 marks)

Topic 4 -Changing cities

Topic 5 - Global development

Topic 6 - Resource management – Water resource management.

Component 3: Geographical Investigations: Fieldwork and UK Challenges. (25% of the qualification: written examination 1.5 hours, 64 marks)

Topic 7- Geographical investigations- fieldwork

Topic 8 – Geographical investigations – UK challenges.

The course will include one day of physical geography fieldwork and one day of human geography fieldwork as part of a residential fieldtrip in Year 10.

SCIENCE**GCSE Physics**

Subject Physics	Subject Leader Mr J. Croft
<p>Students study the new Edexcel Physics GCSE 9-1. The courses are normally 2 years in length but in order to give opportunities for greater enrichment and exploration this course is currently taken over 3 years at Wallington after which pupils undertake their final exams. This year students will develop their understanding of astronomy, the particle model, forces & matter and electricity. Throughout this year students will develop their practical and analytical skills through conducting key experiments.</p>	
<p>Key subject aims:</p> <ul style="list-style-type: none"> ➤ To give pupils a secure understanding of the fundamental concepts in Physics. ➤ To impart a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations. ➤ To foster an appreciation of the practical nature of Physics, and develop experimental and investigative skills based on correct and safe laboratory techniques ➤ To develop an appreciation of the importance of accurate experimental work and reporting 	

to scientific method

- To enable students to form hypotheses and design experiments to test them.
- To enable students to select, organise and present information clearly and logically, using appropriate scientific terms and conventions.
- Provides a sound foundation for progression to and A-level Physics, and other comparable post-16 qualifications

Assessment

It is assessed at the end of year 11 through two 1 hour 45min exams. Both exams are 50% of the qualification and will consist of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. The GCSE will be awarded on the 9-1 grading system.

Paper 1 (100 marks)

- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity
- Topic 7 – Astronomy

Paper 2 (100 marks)

- Topic 1 – Key concepts of physics
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

GCSE Biology

Subject	Subject Leader
Biology	Miss G. Farlow
Students study the new Edexcel Biology GCSE 9-1. The courses are normally 2 years in length but in order to give opportunities for greater enrichment and exploration this course is currently taken over 3 years at Wallington after which pupils undertake their final exams. Our GCSE in Biology will give students a knowledge and understanding of biological facts, concepts and principles, while developing experimental skills. Students will also learn to form hypotheses and design experiments to test them.	
Key subject aims: To give students a knowledge and understanding of biological facts, concepts and principles To develop an appreciation of the significance of biological facts, concepts and principles and the skills needed for their use in new and changing situations	

To develop an appreciation of the importance of accurate experimental work in scientific method and reporting

To enable students to form hypotheses and design experiments to test them

To sustain and develop an enjoyment of, and interest in, the study of living organisms

To enable students to evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

Assessment

Exams at the end of year 11

Grading 1 to 9

Provides a sound foundation for progression to and A-level Biology, and other comparable post-16 qualifications.

GCSE Chemistry

Subject	Subject Leader
Chemistry	Miss J. Gallagher
Students study the new Edexcel Chemistry GCSE 9-1. The courses are normally 2 years in length but in order to give opportunities for greater enrichment and exploration this course is currently taken over 3 years at Wallington after which pupils undertake their final exams. We aim to develop an understanding of the unifying patterns and themes of chemistry, as well as experimental and investigative skills based on correct and safe laboratory techniques. Students will gain an appreciation of scientific methods and learn to form hypotheses and design experiments to test them.	
Key subject aims: <ul style="list-style-type: none">• To develop students' understanding of the unifying patterns and themes in chemistry• To further students' appreciation of the practical nature of chemistry and develop experimental and investigative skills based on correct and safe laboratory techniques• To develop an appreciation of the importance to scientific methods of accurate experimental work and reporting• To develop students' ability to form hypotheses and design experiments to test them• To develop a logical approach to problem-solving in a wider context• To develop an understanding of the widespread importance of chemistry and the way materials are used in the world• To show how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community• To prepare students for more advanced courses in chemistry or courses which require them to have a knowledge of chemistry.	
Assessment	
Exams at the end of year 11	
Grading 1 to 9	
Provides a sound foundation for progression to and A-level Chemistry, and other comparable post-16 qualifications.	

RELIGIOUS STUDIES

Subject Religious Studies	Subject Leader Dr M. Young
Specification Edexcel GCSE RS B, Area Of Study 2 (Buddhism) and 3 (Christianity)	
<p>This year students will study 3 of the 4 topics in Area of Study 3, from a Christian perspective. These topics are Christian Beliefs, Philosophy of Religion, and Equality.</p> <p>There is no controlled assessment. Students will be assessed through class tests and the internal examination in the Summer Term. This examination aims to introduce students to the structure and format of the GCSE examination for Religious Studies.</p> <p>In lessons we will be using 'Religion, Philosophy and Social Justice' by Gordon Reid & Sarah K Tyler, published by Oxford University Press. This covers everything they need to know for Area of study 3. Please buy your son a copy if you want them to be able to use it for HW or revision.</p>	

ECONOMICS

Subject: Economics	Subject Leader Mr J. Dicker	
Exam board OCR		
Website http://www.ocr.org.uk/qualifications/gcse-economics-j205-from-2017/		
Unit	Exam	Content (optional)
Paper 1 (50%)	Introduction to Economics	Microeconomics - Exam Year 11 (May)
Paper 2 (50%)	National and International Economics	Macroeconomics – Exam Year 11 (May)
<p>Course text book (used in class throughout the GCSE course – should be purchased by students)</p> <p>OCR GCSE (9-1) Economics by Christopher Bancroft, Jan-Miles Kingston, Clive Riches Endorsed by OCR Published by Hodder ISBN 978-1471888342</p>		
<p>Recommended additional reading materials (not essential)</p> <p>Edexcel ICGSE Economics student book by Rob Jones Published by Pearson ISBN 978-0-435991-28-9 This Student Book comes with an ActiveBook CD, excellent book with lots of real life examples. Highly recommended.</p> <p>BBC news website and Tutor2u.net</p>		

Additional subject support available

Drop In Clinic runs after school. Students can make an appointment to see their teacher or Mr Dicker for academic support.

Specimen papers and mark schemes are available on the OCR website.

Further information on re-takes

There are no re-sits under linear assessment.

Additional information

The focus for Year 10 is Paper 2 (National Economics)

In Year 10 students do not sit external exams, but there will be an internal end of year exam.

The Student Investors Challenge runs from October to January and gives a good insight into the stock exchange and how markets work. The Economics Society is a club where students are welcome to come along and debate current economic issues. They can also write articles for the Society's magazine. The society meets during lunch- day TBC

DRAMA

Subject Drama		Head of Department Mrs A. Weddell
Exam board OCR syllabus J316		
Website http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/		
Unit	Assessment	Content
Component 1	Internally assessed	Devising Drama (including a written portfolio)
Component 2	Externally assessed	Performing 2 extracts from a text (including a written concept pro forma)
Component 3	Written Exam	Students respond to 8 questions based on a set text + 1 question that asks students to evaluate a piece of live theatre
Recommended additional reading materials Students need to purchase a copy of the set text so they can annotate them in preparation for the exam. The exams are closed book. During the year we will cover Autumn <ul style="list-style-type: none"> • Exploring Set Text for Component 3: <i>Death of a Salesman</i> • Trip to see a live theatre performance to complete mock 'Evaluating a Live Performance' Spring <ul style="list-style-type: none"> • Practitioner: Brecht • Begin Component 1: Devised performance Summer <ul style="list-style-type: none"> • EXAM: Component 1: Devised performance 		
Additional subject support available Students will be encouraged to use the Drama Studio at least one lunch time per week to rehearse		

their work. Read as many plays as you can (there are some available in the Drama department which you are welcome to borrow). Aim to see at least two shows during the year. Many theatres offer cheaper tickets to young people, so do sign up to any offers that you find – especially to the National Theatre, Battersea Arts Centre and the Royal Court Theatre.

Additional information

If a student misses a lesson for any reason it is crucial that he is proactive about catching up. Beyond the taught curriculum, students will have many opportunities to engage in Drama throughout their time at WCGS, such as in helping to lead the KS3 Drama Club. There is an annual House Drama Competition, and at least one major production of either a play or a musical every year. Students are also encouraged to use the skills they develop in Drama lessons on a cross-curricular basis, using performance and presentational skills in their work in many other subjects. WCGS also provide the opportunity for students to participate in LAMDA sessions, run by an external LAMDA teacher.

COMPUTER SCIENCE

Subject Computer Science	Subject Leader Mr J. Barwick
Year 10 Computer Scientists are currently studying towards the new AQA GCSE Computer Science Syllabus (8520)	
The specification and sampler material can be downloaded from: http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520	
<p>Examination consists of 9 topics:</p> <ol style="list-style-type: none"> 1. Fundamentals of algorithms 2. Programming 3. Fundamentals of data representation 4. Computer systems 5. Fundamentals of computer networks 6. Fundamentals of cyber security 7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy 8. Aspects of software development 9. Non-exam assessment (will be given to the students at beginning of Year 11) <p>The GCSE will be assessed in 3 components:</p>	

Paper 1: Computational thinking and problem solving

What's assessed

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4 above.

How it's assessed

- Written exam set in practically based scenarios: 1 hour 30 minutes
- 80 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.

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Paper 2: Written assessment

What's assessed

Theoretical knowledge from subject content 3–7 above.

How it's assessed

- Written exam: 1 hour 30 minutes
- 80 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.

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Programming project

Purpose

The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the subject content.

The skills developed can be applied to exam questions on computational thinking.

What is produced

- A computer program to solve the programming project
- Written report: totalling 20 hours of timetabled work

Tasks

The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

MUSIC

Subject Music	Subject Leader Mrs J. Martin
Specification: Edexcel GCSE in Music	
In GCSE music students need to study three units: Performing, Composing and Appraising. Students will also learn basic music theory.	
Performing (Coursework): Students will perform one solo performance and one ensemble performance.	
Composing (Coursework): Students will compose one free composition (December) and one brief composition (May)	
Appraising (Internal Exam): Students will study all the 8 Set Works: Johann Sebastian Bach: Brandenburg Concerto No. 5 in D major, 3 rd Movement, <i>Ludwig van Beethoven: Piano sonata No 8. In C minor, Pathétique, 1st Movement</i> , Henry Purcell: <i>Music for a While</i> , Queen: <i>Killer Queen</i> , Stephen Schwartz: <i>Defying Gravity from Wicked</i> , John Williams: <i>Main Title/Rebel Blockade Runner from Star Wars Episode IV: a New Hope</i> , Afro Celt Sound System: <i>Release from the album Volume 2: Release</i> and Esperanza Spalding: <i>Samba Em Preludio from the album Esperanza</i>	
Course text book	
Edexcel GCSE Text Book, Pearson	
Edexcel GCSE Anthology, Pearson	
http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html examination board.	
Additional subject support available: Students should take part to Instrumental Group Tuesdays after school.	

WELLBEING

Subject Wellbeing	Subject Leader Mrs K. Turner
HEALTH AND WELLBEING	
<ol style="list-style-type: none"> 1. how to manage transition 2. how to maintain physical, mental and emotional health and wellbeing; 3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health 4. about parenthood and the consequences of teenage pregnancy 5. how to assess and manage risks to health; and to keep themselves and others safe 6. how to identify and access help, advice and support 7. how to respond in an emergency, including administering first aid 	

8. the role and influence of the media on lifestyle

RELATIONSHIPS

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (*including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

LIVING IN THE WIDER WORLD

1. our rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Assessment:

There is no final exam or qualification achieved. The aim of the Wellbeing curriculum is to work alongside the academic subjects supporting the Wellbeing of students to enable them to achieve their best. Wellbeing provides a platform for students to air concerns and discuss the issues affecting them, in a safe and supportive environment. Assessment in Wellbeing is informal, based on the level of understanding of the following key concepts:

Personal Wellbeing: 1.1 Personal identity; 1.2 Healthy Lifestyles; 1.3 Risk; 1.4 Relationships;
1.5 Diversity

Economic Wellbeing: 1.1 Career; 1.2 Capability; 1.3 Risk; 1.4 Economic Understanding

CLASSICS

Subject Classics	Subject Leader Mr B. Greenley
Specification:	OCR Classical Civilisation
Students will finish Unit 1: Myth and Religion then begin Unit 2: the world of Homer. This is a literature unit in which they will read a selection of books from the Odyssey.	
There are no external assessments however all students will sit GCSE styles assessments throughout the year culminating in a GCSE style End of Year examination in the summer.	

LATIN

Subject Latin	Subject Leader Mr B. Greenley
Students will finish learning the required language and syntax elements and then begin studying Unit 2 in the spring term. This covers <i>A Day at the Races</i> in which students study both poetry and prose texts about chariot racing. This represents 1/3 of the GCSE course.	
There are no external examinations during the year but students will be given regular GCSE style assessments.	
Textbooks: Latin to GCSE 2 (provided by BGR) Set Text Booklet (provided by BGR)	

ART & DESIGN

Subject Art & Design	Subject Leader Ms L Musselbrook
GCSE EXAMINATION BOARD – OCR Fine Art (J171)	
Topics Studied:	
Unit 1 Personal portfolio in Art & Design – 60% (45 hours of controlled assessment)	
Unit 2 Externally set assignment – 40% 10 hour exam, 20 hours of preparatory studies. (There will be a 5 hour mock exam at the end of Year 9 and a 10 hour mock exam at the end of Year 10 – the final exam does not take place until the Summer Term in Year 11)	

Structure of Course

Year 9/10

Termly projects on topics like *Pop Art, Fantasy & Surrealism, Viewpoints, Barriers, and Family Tree*.

Supporting studies in A3 art journal and developed main pieces each term. End of year exam with exam paper set at least 6 weeks before exam.

Assessment – Journal assessment fortnightly, half term assessment and end of term assessment on classwork and homework. End of year final grade.

(Art work can always be improved upon, students have a working grade throughout the year.)

Extension classes after school on Thursday.

DESIGN & TECHNOLOGY

Subject	Head of Department
Design & Technology – GCSE (AQA)	Mr S. Weston
<p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.</p> <p>The GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The subject content has been split into three sections as follows:</p> <ul style="list-style-type: none">• Core technical principles• Specialist technical principles• Designing and making principles <p>Core Technical Principles</p> <p>In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:</p> <ul style="list-style-type: none">• new and emerging technologies• energy generation and storage• developments in new materials• systems approach to designing• mechanical devices• materials and their working properties. <p>Specialist Technical Principles</p> <p>In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:</p>	

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Each specialist technical principle should be delivered through at least one material category or system.

The categories through which the principles will be delivered are:

- timber based materials
- electronic and mechanical systems.

Designing and Making Principles

Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

Paper 1

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non-exam assessment (NEA)

What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

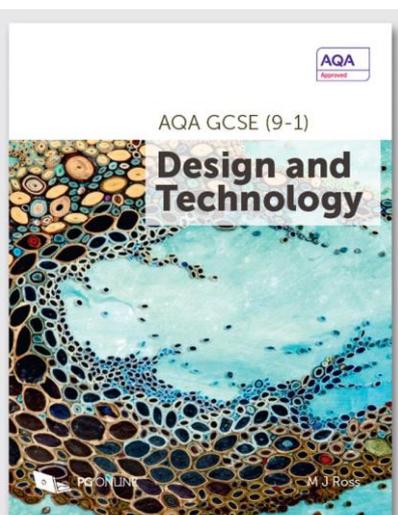
How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

Task(s)

- Substantial design and make task
- Assessment criteria:
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

We will be providing AQA approved textbooks for use in the classroom. Should you wish to purchase a copy the details are below:



AQA GCSE (9-1) Design & Technology

M. J. Ross

PG Online Ltd.

ISBN 978-1-910523-10-0

£20.00

Available from: www.pgonline.co.uk

FOOD PREPARATION & NUTRITION

Subject WJEC Eduqas Food Preparation and Nutrition	Subject Leader Miss D. Nunes
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Introduction

From September 2016, pupils will study the new Food Preparation and Nutrition GCSE.

What are the aims of the course?

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment;
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks;
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices;
- 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 (traditional British and international) to inspire new ideas or modify existing recipes.

Assessment (Linear GCSE course)

GCSE (9-1) Food Preparation and Nutrition

Exam Board: Eduqas/WJEC

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of qualification

This component will consist of two sections both containing **compulsory questions** and will assess the **six areas** of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated.

Assessment 1: 8 hours

Assessment 2: 12 hours

50% of qualification.

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

Pupils are regularly assessed on class work (including practical tasks) and homework. At the start of the academic year, pupils are given a Grade to aim towards and are encouraged to improve and develop aspects of their work during the year in order to meet this Grade.

Assessments include self- assessment, peer assessment and class assessment which will allow pupils to assess what they need to do to achieve their predicted grade.

Topics covered:

- 1. Food commodities
- 2. Principles of nutrition
- 3. Diet and good health
- 4. The science of food
- 5. Where food comes from
- 6. Cooking and food preparation

P.E.

Subject GCSE Physical Education	Subject Leader Mr D. Johnson
Year 10 are following the new AQA GCSE Physical Education (Full Course) (8582)	
The specification and sampler material can be downloaded From: http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582	

Paper 1: The human body and movement in physical activity and sport	+	Paper 2: Socio-cultural influences and well-being in physical activity and sport	+	Non-exam assessment: Practical performance in physical activity and sport
What's assessed <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 		What's assessed <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 		What's assessed <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 		How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 		How it's assessed <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 		Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 		Questions <ul style="list-style-type: none"> • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

The theoretical topics covered in Year 10 will	The practical sports covered in school will include:
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include (Paper 2):

1. Sports psychology
2. Socio-cultural influences
3. Commercialisation of physical activity and sport
4. Ethical issues
5. Health, fitness and well-being

1. Badminton
2. Handball
3. Table Tennis
4. Basketball
5. Football
6. Cricket
7. Rugby
8. Athletics

Students will be given provisional grades for practical performance and we will have started to collect video evidence of practical performances.