Wallington
County Grammar School

Year 9
Course Information 2018 – 2019

ENGLISH

Subject: English	**Head of Department:** Mrs C. Curtis
Exam board: In English, Year 9 is an enrichment year that develops the skills required for GCSE. English Language and English Literature GCSEs are taken at the end of Year 11.	
Programme of Study: *Romeo and Juliet* Science Fiction novel Poetry from Different Cultures and Traditions Short Stories *An Inspector Calls* (GCSE set text) Speaking and Listening	
Recommended additional reading materials: Read as much as possible. This could include non-fiction texts, such as newspapers, as well as fiction.	
Additional subject support available: Check the WCGS Learning Drive on Google.	

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 2021 (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.

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/
- 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 is available via Parentpay. Print the receipt and take it to your maths teacher who will exchange it for your DVD. 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 would be appropriate for students in Y9.
- 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 Y9 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.
- Currently all students in sets 1-4 study the AQA Level 2 Certificate in Further Maths in

addition to the main GCSE, and students in sets 1 and 2 also study 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. Work on these will normally take place during Y10 and Y11.

- 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)

1. There are no external examinations taken in Year 9. All internal examinations will take place in the Summer Term.
2. There are no official exams in Year 9 but GCSE preparation and practice.
3. Topic Outlines:

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

Studio Edexcel GCSE French (higher) written by Clive Bell, Anneli McLachlan; Gill Ramage.
Edexcel GCSE French (higher) written by Clive Bell, Rosi McNab and Gill Beckett;

Each student has access to a copy of the *Edexcel* and *Studio* textbooks in class and is required to purchase a grammar and translation workbook (*Studio*) 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 9 and 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.

SPANISH

Subject Spanish	**Subject Leader** Mrs A. Gabriele (Faculty Leader of MFL)

Exam board: EDEXCEL (new GCSE)

1. There are no external examinations taken in Year 9. All internal examinations will take place in the Summer Term.
2. There are no official exams in Year 9 but GCSE preparation and practice.
3. For Topic Outlines:

Theme: Local area, holiday and travel
Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems;
Town, region and country: weather

Theme: School
What school is like: school types; school day; subjects; rules and pressures; celebrating success
School activities: school trips, events and exchanges

Theme: Identity and culture
Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; socialising with friends and family
Daily life: social media and technology (use of, advantages and disadvantages)
Cultural life: reading

Course textbook
Viva Edexcel GCSE Spanish (higher) written by Rachel Hawkes and Christopher Lillington.
Edexcel GCSE Spanish (higher) written by Anneli McLachlan, Leanda Reeves and Charonne Prosser;

Each student has access to a copy of the *Edexcel* and *Viva* textbooks in class and is required to purchase a grammar and translation workbook (*Viva*) 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 9 and 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
In History students will be working towards the Edexcel Qualification: Level 1/2 GCSE (9-1). We begin with an enrichment or 'taster course' then move on to the examined subjects after Christmas	
There will be no external examinations in Year 9. Internal examinations will take place in the Summer Term. The end of Year Exam will focus solely on Anglo-Saxon and Norman England.	
Topics studied: Taster Course: Germany 1918-33 (until Christmas) Topics include: • Germany After WWI. • Hitler's rise to Power, 1919-33 • Nazi control and dictatorship, 1933-39 • Life in Nazi Germany, 1933-39 (time permitting) We then move on to Option B1: Anglo- Saxon England and Norman England, C.1060-88. Topics include: • Anglo-Saxon England and the Norman Conquest, 1060-66 • William I in power: Securing the Kingdom • Norman England	
There will be no external examinations in Year 9. Internal examinations will take place in the Summer Term. The end of Year Exam will focus solely on 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.	
Textbook: Edexcel GCSE (9-1) History Anglo-Saxon and Norman England, c1060-1088 Student Book (EDEXCEL GCSE HISTORY (9-1)). ISBN: 9781292127231 Students will be issued with a copy of this textbook. This needs to be returned in good condition at the end of the course. Students are strongly encouraged to purchase their own copy to assist with revision.	

GEOGRAPHY

Subject Geography	**Subject Leader** Mrs. S Mills
Year 9 Geographers are currently studying towards the **Edexcel** GCSE (9-1) **Geography A** (2016). In Year 9 students will study Changing cities, Global development and Resource management including water resource management. In the summer term they will focus on the UK challenges aspect of the course.	
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	**Subject Leader**
Physics	Mr J. Croft

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 forces & motion, energy, waves and the EM spectrum. Throughout this year students will develop their practical and analytical skills through conducting key experiments.

Key subject aims:

- 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 patters 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:
• 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	**Subject Leader**
Religious Studies	Dr M. Young

Specification Edexcel GCSE RS B, Area Of Study 2 (Buddhism) and 3 (Christianity)
This year students will study 3 of the 4 topics in Area of Study 2, from a Buddhist perspective. These topics are Buddhist Beliefs, Peace and Justice and Living the Buddhist Life. 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. There is no textbook or revision guide dedicated to Buddhism for this specification. However, a good introduction to Buddhist belief and practice is 'Buddhism: A New Approach' (Second Edition) by Steve Clarke. We will also provide revision notes that we have written that cover the specified material more closely.

CLASSICAL CIVILISATION

Subject Classics	**Subject Leader** Mr B. Greenley
Specification:	OCR Classical Civilisation
In the Christmas Term students will be given an introduction to Greek and Roman History in preparation for their GCSE studies. In the Spring Term students will begin their GCSE course by studying Myth and Religion in the Classical world, this unit covers; The Gods, The Universal Hero: Heracles/Hercules, Religion and the City, Myth and the City, Festivals, Myths as a symbol of power, death and burial, and Journeying to the Underworld. 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
Specification: WJEC	**EDUQAS**
In year 9 students will finish learning about the hero Aeneas and examine how Rome was founded by Romulus. They will then learn about the kingdom of Rome. **Verbs** The future tense including the irregular verbs *esse* and *posse* The pluperfect tense Compound verbs **Adverbs** **Pronouns**	

Textbooks Latin to GCSE 1 and 2 (copies provided by Mr Greenley)

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%) Paper 2 (50%)	Introduction to Economics National and International Economics	Microeconomics - Exam Year 11 (May) Macroeconomics – Exam Year 11 (May)
Course text book (used in class throughout the GCSE course – should be purchased by students) OCR GCSE (9-1) Economics by Christopher Bancroft, Jan-Miles Kingston, Clive Riches Endorsed by OCR Published by Hodder ISBN 978-1471888342		
Recommended additional reading materials (not essential) 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. BBC news website and Tutor2u.net		
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 9 is Paper 1 (Introduction to Economics)		

In Year 9 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

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 group composition (December) and one free composition (May)	
Appraising (Internal Exam): Students will study 4 set works: *Ludwig van Beethoven: Piano sonata No 8. In C minor, Pathetique, 1st Movement, Henry Purcell: Music for a While, Queen: Killer Queen* and *Stephen Schwartz: Defying Gravity from Wicked*	
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 Tuesday after school.	

DRAMA

Subject: Drama	**Head of Department:** Mrs A. Weddell
Exam board: In Drama, Year 9 is a preparation and enrichment year that develops the skills required for GCSE. It is a fantastic opportunity for students to master fundamental performance skills, as well as the terminology they are expected to use in their written exam.	

Programme of Study:

- Devising Project
- Evaluating a Live theatre performance
- Scripted Performance: A Monster Calls
- Practitioner: Frantic Assembly

Recommended additional reading materials:

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 subject support available:

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.

ART & DESIGN

Subject	**Subject Leader**
Art & Design	Ms L Musselbrook

GCSE

EXAMINATION BOARD – OCR Fine Art (JI71)

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.

WELLBEING

Subject	**Subject Leader**
Wellbeing	Mrs K. Turner

HEALTH AND WELLBEING

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

DESIGN TECHNOLOGY

Subject	**Head of Department**
Design & Technology – GCSE (AQA)	Mr S. Weston

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.
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.

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:
• Core technical principles
• Specialist technical principles
• Designing and making principles

Core Technical Principles

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:
• new and emerging technologies
• energy generation and storage
• developments in new materials
• systems approach to designing
• mechanical devices
• materials and their working properties.

Specialist Technical Principles
In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:
• 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.

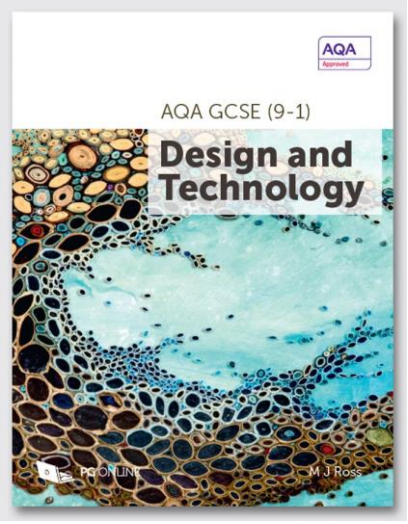
Section C – Designing and making principles (50 marks)

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

A CGP revision guide will also be available at a discounted price upon request.

COMPUTER SCIENCE

Subject	**Subject Leader**
Computer Science	Mr J. Barwick

Year 9 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

Examination consists of 9 topics:

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

The GCSE will be assessed in 3 components:

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.

FOOD PREPARATION & NUTRITION

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

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 9 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	
Assessments: The GCSE will be assessed in 3 components;	

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 • Applied anatomy and physiology • Movement analysis • Physical training • Use of data	**What's assessed** • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data	**What's assessed** • 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 • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE	**How it's assessed** • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE	**How it's assessed** • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.	**Questions** • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.	**Questions** • 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 9 will include (Paper 1):	**The practical sports covered in school will include:**
1. Skeletal System	1. Badminton

2. Muscular System 3. Cardio-respiratory System 4. Anaerobic and Aerobic exercise 5. The short and long term effects of exercise 6. Movement analysis	2. Handball 3. Table Tennis 4. Basketball 5. Football 6. Cricket 7. Rugby 8. Athletics