



## ENGLISH LANGUAGE

<b>Subject</b> English Language		<b>Head of Department</b> Mrs C. Curtis
<b>Exam board</b> OCR syllabus J351		
<b>Website</b> <a href="http://www.ocr.org.uk/qualifications/gcse-english-language-j351-from-2015/">http://www.ocr.org.uk/qualifications/gcse-english-language-j351-from-2015/</a>		
<b>Unit</b>	<b>Exam</b>	<b>Content (optional)</b>
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)
<b>Recommended additional reading materials</b> Non-fiction texts on contemporary topics (e.g. newspaper articles, BBC website) and as much fiction as possible.		
<b>Additional subject support available</b> English area of the WCGS Team Learning Drive.		
<b>Further information on re-takes</b> All exams are taken in the summer of Year 11. There are no re-take opportunities.		
<b>Additional information</b> 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

<b>Subject</b> English Literature		<b>Head of Department</b> Mrs C. Curtis
<b>Exam board</b> Edexcel		
<b>Website</b> <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html</a>		
<b>Unit</b>	<b>Exam</b>	<b>Content (optional)</b>
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
<b>Course text book</b> 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.		

<p>'An Inspector Calls' (Heinemann Plays)          'Macbeth' (Oxford School Shakespeare)          'Dr Jekyll and Mr Hyde' (Wordsworth Classics)</p>
<p><b>Recommended additional reading materials</b>          Modern novels and plays, Shakespeare works, novels from the English literary canon, and modern or English heritage poetry.</p>
<p><b>Additional subject support available</b>          English area of the WCGS Team Learning Drive.</p>
<p><b>Further information on re-takes</b>          All exams are taken in the summer of Year 11. There are no re-take opportunities.</p>

## MATHEMATICS

<b>Subject</b>	<b>Head of Department</b>	
Maths	Miss G. Bird	
<b>Exam board</b>		
<p><b>GCSE:</b> GCSE Mathematics (9-1) Pearson (Edexcel) (ALL students will take this unless they have already achieved a grade 9 in the current qualification)  <b>Further Maths:</b> AQA Level 2 Certificate in Further Maths (Sets 3 &amp; 4 will take this, students in sets 1 &amp; 2 may opt to take this – advice will be given later in the year)  <b>Additional Maths (known as “Add Maths”):</b> OCR Free Standing Mathematics Qualification (FSMQ): Additional Mathematics (Level 3) (Students in Sets 1 &amp; 2 will take this).</p>		
<b>Website</b>		
<p><b>GCSE: GCSE Mathematics (9-1):</b>  <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>  <b>Further Maths: AQA Level 2 Certificate in Further Maths:</b>  <a href="http://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8360">http://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8360</a>  <b>Add Maths: OCR Free Standing Maths Qualification (FSMQ) Additional Mathematics (Level 3)</b> Please note this syllabus has been updated from 2018 for first exams June 2019 so please ensure you look at the correct specification. The past papers will be used in class but do not cover the entire syllabus and the format will be changing.  <a href="http://www.ocr.org.uk/qualifications/free-standing-maths-qualification-fsmq-additional-mathematics-6993/">http://www.ocr.org.uk/qualifications/free-standing-maths-qualification-fsmq-additional-mathematics-6993/</a></p>		
<b>Unit</b>	<b>Exam</b>	<b>Notes/Content</b>
GCSE Mathematics (9-1) <b>All students</b>	3 papers of 1½hrs each, one non-calculator, two calculator May/June 2019	All students sit the Higher Level papers
AQA Level 2 Certificate in Further Maths <b>Sets 3 &amp; 4</b> <b>(Students in Sets 1 &amp; 2 may also opt to take this)</b>	2 papers: one non-calculator of 1hr 30mins, one calculator of 2hrs June 2019	Grades C, B, A, A*, A^ (A* with distinction) are available. GCSE Algebra and Geometry plus some extra topics, which are mostly also on Add Maths. Harder questions than in the GCSE but not as hard as Additional Maths or AS Level.

OCR FSMQ Additional Maths <b>Sets 1 &amp; 2</b>	1 paper: 2hrs, calculator June 2019	This is a Level 3 qualification and so grades A-E are passes. Same level as AS Level but a smaller syllabus, designed specifically for extending Y11 students.
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### Course text book

**GCSE:** 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 GCSE Textbook)

Students in sets 2-5 ARE issued with a Homework book:

Students in sets 4 & 5 will continue with the book they were issued in Y9 & Y10: 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](#))

There is also a harder problem solving style practice book which may be used in class: Collins GCSE Maths Edexcel Higher Reasoning and Problem Solving Skills Book [Fourth edition] ISBN: 978-0008113896

([Amazon link for problem solving skills practice book](#))

**Further Maths:** The best resources for this course are provided by the exam board and will be copied for students during the course or posted on Show My Homework.

**Add Maths:** Textbooks for this are currently only available for the previous syllabus so resources will be provided in class and posted on Show My Homework.

### Recommended additional reading materials

- For GCSE: Use of the website <https://www.mymaths.co.uk/>
- For extension courses:

#### GCSE:

- 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.
- A variety of textbooks from other publishers are available from Amazon. Please check that they are for the Edexcel board.
- CGP Revision guides and Workbooks with answers, and a Grade 9 Targeted workbook for the Edexcel GCSE are available from school via [Parentpay](#) at lower cost than in the shops. 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. Please inform your maths teacher if this is the case.

#### AQA Further Maths

- CGP Revision guides and Workbooks with answers for the AQA Further Maths are available from school via [Parentpay](#).
- Additional course specific textbooks for AQA Further Maths:  
AQA Certificate in Further Mathematics By Val Hanrahan, Roger Porkess, David Pritchard pub Hodder Education ISBN: 978-1444181128 ([Amazon link for Hodder AQA FM bk](#))  
Further Maths Practice Book for the AQA Level 2 Certificate: Revised edition pub

Collins ISBN: 978-0008158620 ([Amazon link for Collins AQA FM book](#))

#### **Add Maths**

- A CGP guide will be available from school via Parentpay once the one for the new syllabus becomes available.
- We will advise you of textbooks that are specifically for the new syllabus once they become available. The old syllabus textbook is Additional Mathematics for OCR by Val Hanrahan pub Hodder Education ISBN: 978 0 340 86960 4 and much of the content for the new exam is also in here.

#### **Enrichment**

- 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 Y11 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**

N/A

#### **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 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.

## **SCIENCE**

### **GCSE Biology**

<b>Subject</b>	<b>Subject Leader</b>
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**

<b>Subject</b> Chemistry	<b>Subject Leader</b> Miss J. Gallagher
<p>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.</p>	
<p><b>Key subject aims:</b></p> <ul style="list-style-type: none"><li>• To develop students' understanding of the unifying patterns and themes in chemistry</li><li>• To further students' appreciation of the practical nature of chemistry and develop experimental and investigative skills based on correct and safe laboratory techniques</li><li>• To develop an appreciation of the importance to scientific methods of accurate experimental work and reporting</li><li>• To develop students' ability to form hypotheses and design experiments to test them</li><li>• To develop a logical approach to problem-solving in a wider context</li><li>• To develop an understanding of the widespread importance of chemistry and the way materials are used in the world</li><li>• To show how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community</li><li>• To prepare students for more advanced courses in chemistry or courses which require them to have a knowledge of chemistry.</li></ul>	
<p><b>Assessment</b> Exams at the end of year 11</p>	

Grading 1 to 9

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

## GCSE Physics

<b>Subject</b> Physics	<b>Subject Leader</b> 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 electricity, magnetic fields, induction and radioactivity. Throughout this year students will develop their practical and analytical skills through conducting key experiments.</p>	
<p><b>Key subject aims:</b></p> <ul style="list-style-type: none"><li>➤ To give pupils a secure understanding of the fundamental concepts in Physics.</li><li>➤ To impart a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations.</li><li>➤ To foster an appreciation of the practical nature of Physics, and develop experimental and investigative skills based on correct and safe laboratory techniques</li><li>➤ To develop an appreciation of the importance of accurate experimental work and reporting to scientific method</li><li>➤ To enable students to form hypotheses and design experiments to test them.</li><li>➤ To enable students to select, organise and present information clearly and logically, using appropriate scientific terms and conventions.</li><li>➤ Provides a sound foundation for progression to and A-level Physics, and other comparable post-16 qualifications</li></ul>	
<p><b>Assessment</b></p> <p>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.</p> <p><b>Paper 1 (100 marks)</b></p> <ul style="list-style-type: none"><li>➤ Topic 1 – Key concepts of physics</li><li>➤ Topic 2 – Motion and forces</li><li>➤ Topic 3 – Conservation of energy</li><li>➤ Topic 4 – Waves</li><li>➤ Topic 5 – Light and the electromagnetic spectrum</li><li>➤ Topic 6 – Radioactivity</li><li>➤ Topic 7 – Astronomy</li></ul> <p><b>Paper 2 (100 marks)</b></p> <ul style="list-style-type: none"><li>➤ Topic 1 – Key concepts of physics</li><li>➤ Topic 8 – Energy - Forces doing work</li><li>➤ Topic 9 – Forces and their effects</li><li>➤ Topic 10 – Electricity and circuits</li><li>➤ Topic 11 – Static electricity</li><li>➤ Topic 12 – Magnetism and the motor effect</li></ul>	

- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

## GEOGRAPHY

<b>Subject</b> Geography	<b>Subject Leader</b> Mrs S. Mills
Year 11 Geographers are currently studying towards the <b>Edexcel GCSE (9-1) Geography A (2016)</b> .	
In Year 11 students will study changing cities, UK challenges and revision.	
<b>Link to specification</b> <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html</a>	
<b>Recommended textbook</b> GCSE (9-1) Geography specification A: Geographical Themes and Challenges (Edexcel Geography GCSE Specification A 2016) by Rob Clemens Published by Pearson	
<b>Examination consists of 3 components:</b>	
<b>Component 1: The Physical Environment (37.5% of the qualification: written examination 1.5 hours, 94 marks)</b>	
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.	
<b>Component 2: The Human Environment (37.5% of the qualification: written examination 1.5 hours, 94 marks)</b>	
Topic 4 -Changing cities	
Topic 5 - Global development	
Topic 6 - Resource management – Water resource management.	
<b>Component 3: Geographical Investigations: Fieldwork and UK Challenges. (25% of the qualification: written examination 1.5 hours, 64 marks)</b>	
Topic 7- Geographical investigations- fieldwork	
Topic 8 – Geographical investigations – UK challenges.	
The course includes one day of physical geography fieldwork and one day of human geography fieldwork as part of a residential fieldtrip in Year 10.	

## HISTORY

<b>Subject</b> History	<b>Subject Leader</b> Dr K. Meek
<b>Exam board</b> The History Department follows the Edexcel GCSE(9-1) History specification.	

We begin Y11 with Paper 1: Warfare in British Society, 1250 – present. This is a thematic paper looking at change over time. The focus is on the nature and experience of warfare during the periods: c. 1250-1500; c. 1500-1700; c. 1700-1900; c. 1900-present day. For each period we look at:

- The composition of the army; roles of different types of soldier; impact and changes of tactics, strategy and weaponry
- Recruitment and training; impact on civilians; reporting of wars

Each period is also accompanied by the study of two case studies: Battles of Falkirk (1298); Agincourt (1415); Naseby (1645); Waterloo (1815); Balaclava (1854); Western Front in WW1; Somme (1916); Iraq War (2003).

Upon completion of the this part of the course we will then undertake a short module on London and the Second World War, 1939-45. Topics will include:

- Context of London in WW2: strategic importance; preparations for war, including shelters and evacuations;
- Nature of attacks on London: impact of Blitz; types of bombs etc
- Impact of Blitz on civilian life
- London’s response to the Blitz, eg. ‘Dig for Victory’, use of public spaces etc
- Historical context of WW2: nature and purpose of the Blitz, government propaganda, censorship etc.

Support for all GCSE History course will be provided through detailed Personal Learning Checklists which will contain links to additional reading.

Students will be assessed regularly throughout the year with assessments matching, as closely as possible, the format of actual exams. External assessment of all three units takes place in the Summer Term of Year 11.

Textbooks: Edexcel GCSE (9-1) History Warfare through time, c1250-present Student Book (EDEXCEL GCSE HISTORY (9-1)). ISBN: 978-1292127385

Students will be issued with a copy of this textbook. It 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.

## CLASSICS

<b>Subject</b> Classics	<b>Subject Leader</b> Mr B. Greenley
<b>Exam board:</b> OCR	
<b>Website:</b> <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>	
Students will finish Unit 2: Homer and the Mycenaean World and the begin revision for both Units 1 and 2.	
<b>Examination</b>	
<ul style="list-style-type: none"> <li>• Unit 1 (Themes): Myth and Religion 1 hour 30 minutes</li> <li>• Unit 2 (Literature): Homer and the Mycenaean World 1 hour 30 minutes</li> <li>• There is no coursework in Classics</li> </ul>	
<b>Course text book</b>	



Greenley, B. et al (2017) Classical Civilisation GCSE: Route 1 Myth and Religion. London. Bloomsbury

**Recommended additional reading materials**

Homer's *Odyssey*

## LATIN

<b>Subject</b> Latin	<b>Subject Leader</b> Mr B. Greenley
<b>Exam board:</b> EDUQAS	
Students will finish studying Unit 2 and start Unit 3: Latin Narratives. This involves studying Latin prose and verse looking at a series of stories. From January students will be revising their Unit 1 Language and Unit set texts.	
<b>Course text book</b> Set text booklet (provided by BGR)	
<b>Additional subject support available</b> Students can drop-in to see BGR by appointment.	

## RELIGIOUS STUDIES

<b>Subject</b> Religious Studies	<b>Subject Leader</b> Dr M. Young
<b>Specification</b> Edexcel GCSE RS B, Area Of Study 2 (Buddhism) and 3 (Christianity)	
Before Christmas students will study our final topics from Area of study 2 (Peace and Conflict, from a Buddhist perspective) and Area of Study 3 (Living the Christian Life). They will then have covered all the content required for the GCSE.	
After the mocks around Christmas we will revise and test all of the 8 topics we have studied, with a couple of projects intended to bring some of the core ideas to life.	
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.	
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.	
The qualification is 100% exam based, with 2 exams in the Summer: one on the four topics from Area of Study 2 (where we looked at a Buddhist perspective), one on the four topics from Area of Study 3 (where we looked at a Christian perspective).	

## DRAMA

<b>Subject</b> Drama		<b>Head of Department</b> Mrs A. Weddell
<b>Exam board</b> OCR syllabus J316		
<b>Website</b> <a href="http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/">http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/</a>		
<b>Unit</b>	<b>Assessment</b>	<b>Content</b>
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
<p><b>Recommended additional reading materials</b></p> <p>It is essential that students have a high attendance, are punctual to lessons and make time outside of lessons to rehearse. The year will be structured as follows:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>• Begin Component 2 – Text-based performance</li> <li>• Revision for mock written exam: <i>Death of a Salesman</i></li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>• Trip to see a live theatre performance to complete mock 'Evaluating a Live Performance'</li> <li>• EXAM: Component 2 (Vising Examiner)</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• WRITTEN EXAM - Set Text: Death of a Salesman / Live Evaluation</li> </ul>		
<p><b>Additional subject support available</b></p> <p>Students will be provided with one form time a week when they can rehearse together, but are strongly encouraged to use at least one lunch time per week in addition to this during the practical units. Aim to 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. Lesson resources will be uploaded to SMHW for students who have missed lessons.</p>		
<p><b>Additional information</b></p> <p>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.</p>		

## COMPUTER SCIENCE

<b>Subject</b> Computer Science	<b>Subject Leader</b> Mr J. Barwick								
Year 11 Computer Scientists are currently studying towards the new AQA GCSE Computer Science Syllabus (8520)									
The specification and sampler material can be downloaded from: <a href="http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520">http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520</a>									
<b>Examination consists of 9 topics:</b> <ol style="list-style-type: none"> <li>1. Fundamentals of algorithms</li> <li>2. Programming</li> <li>3. Fundamentals of data representation</li> <li>4. Computer systems</li> <li>5. Fundamentals of computer networks</li> <li>6. Fundamentals of cyber security</li> <li>7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy</li> <li>8. Aspects of software development</li> <li>9. Non-exam assessment (will be given to the students at beginning of Year 11)</li> </ol>									
<p><b>The GCSE will be assessed in 3 components:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #d1c4e9;"> <b>Paper 1: Computational thinking and problem solving</b> </td> </tr> <tr> <td> <b>What's assessed</b>            Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4 above.         </td> </tr> <tr> <td> <b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam set in practically based scenarios: 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul> </td> </tr> <tr> <td> <b>Questions</b>            A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.         </td> </tr> </table> <p style="text-align: center;">+</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #d1c4e9;"> <b>Paper 2: Written assessment</b> </td> </tr> <tr> <td> <b>What's assessed</b>            Theoretical knowledge from subject content 3–7 above.         </td> </tr> <tr> <td> <b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul> </td> </tr> <tr> <td> <b>Questions</b>            A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.         </td> </tr> </table> <p style="text-align: center;">+</p>		<b>Paper 1: Computational thinking and problem solving</b>	<b>What's assessed</b> Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4 above.	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam set in practically based scenarios: 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<b>Questions</b> A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.	<b>Paper 2: Written assessment</b>	<b>What's assessed</b> Theoretical knowledge from subject content 3–7 above.	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>	<b>Questions</b> A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.
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<b>Paper 2: Written assessment</b>									
<b>What's assessed</b> Theoretical knowledge from subject content 3–7 above.									
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>									
<b>Questions</b> A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.									

Programming project
<p><b>Purpose</b></p> <p>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.</p> <p>The skills developed can be applied to exam questions on computational thinking.</p>
<p><b>What is produced</b></p> <ul style="list-style-type: none"> <li>• A computer program to solve the programming project</li> <li>• Written report: totalling 20 hours of timetabled work</li> </ul>
<p><b>Tasks</b></p> <p>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.</p>

## ECONOMICS

<b>Subject:</b> Economics		<b>Subject Leader</b> Mr J. Dicker
<b>Exam board:</b> OCR		
<b>Website:</b> <a href="http://www.ocr.org.uk/qualifications/gcse-economics-j205-from-2017/">http://www.ocr.org.uk/qualifications/gcse-economics-j205-from-2017/</a>		
<b>Unit</b>	<b>Exam</b>	<b>Content (optional)</b>
Paper 1 (50%)	Introduction to Economics	Microeconomics - Exam Year 11 (May)
Paper 2 (50%)	National and International Economics	Macroeconomics – Exam Year 11 (May)
<p><b>Course text book (used in class throughout the GCSE course – should be purchased by students)</b>            OCR GCSE (9-1) Economics by Christopher Bancroft, Jan-Miles Kingston, Clive Riches            Endorsed by OCR            Published by Hodder            ISBN 978-1471888342</p>		
<p><b>Recommended additional reading materials (not essential).</b>            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>		
<p><b>Additional subject support available</b>            Drop In Clinic runs after school. Students can make an appointment to see their teacher or Mr Dicker for academic support.</p>		
<p><b>Further information on re-takes</b>            There are no re-sits available under linear assessment.</p>		
<p><b>Additional information</b>            The focus for Autumn Term I Year 11 is Paper 2 (<i>International Economics</i>). Revision time in the Spring term is also devoted to Paper 1 and National Economics.</p>		

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

## FRENCH

<b>Subject</b> French	<b>Subject Leader</b> Mrs A. Gabriele (Faculty Leader of MFL)	
<b>Exam board: Edexcel (new GCSE)</b>		
<b>Website:</b> <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html</a>		
<b>Topics covered in Y11:</b>		
<p><b>Theme: Future aspirations, study and work</b></p> <ul style="list-style-type: none"> <li>● <b>Using languages beyond the classroom:</b> forming relationships; travel; employment</li> <li>● <b>Ambitions:</b> further study; volunteering; training</li> <li>● <b>Work:</b> jobs; careers and professions</li> </ul> <p><b>Theme: International and global dimension</b></p> <ul style="list-style-type: none"> <li>● <b>Bringing the world together:</b> sports events; music events; campaigns and good causes</li> <li>● <b>Environmental issues:</b> being 'green'; access to natural resources</li> </ul>		
<b>Paper</b>	<b>Exam</b>	<b>Content (optional)</b>
Paper 1	Listening & understanding	25% of the GCSE Tests their ability to understand spoken French in a range of public and social settings.
Paper 2	Speaking in French	25% of the GCSE. Three tasks conducted by teachers and marked by Edexcel: Task 1 – a role play Task 2 – questions based on a picture stimulus. Task 3 – conversation based on two themes.
Paper 3	Reading & understanding	25% of the GCSE Tests their ability to understand written French across a range of different types of texts, including literary texts. It also includes a translation passage from French into English.
Paper 4	Writing in French	25% of the GCSE 2 open response questions and one translation into French. Marked by Edexcel.

**Course textbook(s)**

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 will continue to use the grammar and translation workbook (*Studio*), 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.

**Recommended additional reading materials**

Magazines available to borrow from the MFL Department, books in the library, various websites available (ask the MFL Department for a full list).

**Additional subject support available**

Academic support/speaking practice available on Mondays after school (15:15-15:45).

The websites available from the MFL Department are great for listening & reading practice.

French films are available from the library & the MFL office.

Practice in small groups with Foreign Language Assistant.

Extra resources are available on Google Classroom and Google Learning Drive.

**Further information on re-takes**

No re-takes available

**SPANISH**

<b>Subject</b> Spanish	<b>Subject Leader</b> Mrs A. Gabriele (Faculty Leader of MFL)	
<b>Exam board: Edexcel (new GCSE)</b>		
<b>Website:</b> <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcse/modern-languages-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcse/modern-languages-2016.html</a>		
<b>Topics covered in Y11:</b>		
<b>Theme: Future aspirations, study and work</b>		
<ul style="list-style-type: none"> <li>● <b>Using languages beyond the classroom:</b> forming relationships; travel; employment</li> <li>● <b>Ambitions:</b> further study; volunteering; training</li> <li>● <b>Work:</b> jobs; careers and professions</li> </ul>		
<b>Theme: International and global dimension</b>		
<ul style="list-style-type: none"> <li>● <b>Bringing the world together:</b> sports events; music events; campaigns and good causes</li> <li>● <b>Environmental issues:</b> being 'green'; access to natural resources</li> </ul>		
<b>Paper</b>	<b>Exam</b>	<b>Content (optional)</b>
Paper 1	Listening & understanding	25% of the GCSE Tests their ability to understand spoken Spanish in a range of public and social settings.
Paper 2	Speaking in Spanish	25% of the GCSE. Three tasks conducted by teachers and marked by

Paper 3	Reading & understanding	Edexcel: Task 1 – a role play Task 2 – questions based on a picture stimulus. Task 3 – conversation based on two themes.  25% of the GCSE Tests their ability to understand written Spanish across a range of different types of texts, including literary texts. It also includes a translation passage from Spanish into English.
Paper 4	Writing in Spanish	25% of the GCSE 2 open response questions and one translation into Spanish. Marked by Edexcel.

#### 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 will continue to use the grammar and translation workbook (*Viva*), 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.

#### Recommended additional reading materials

Magazines available to borrow from the MFL Department, books in the library, various websites available (ask the MFL Department for a full list).

#### Additional subject support available

Academic support/speaking practice available on Mondays after school (15:15-15:45).  
The websites available from the MFL Department are great for listening & reading practice.  
French films are available from the library & the MFL office.  
Practice in small groups with Foreign Language Assistant.  
Extra resources are available on Google Classroom and Google Learning Drive.

#### Further information on re-takes

No re-takes available

## ART & DESIGN

<b>Subject</b> Art & Design		<b>Subject Leader</b> Ms L Musselbrook
<b>Exam board: OCR Fine Art (J171)</b>		
<b>Website: <a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b>		
<b>Unit</b>	<b>Exam</b>	<b>Content (optional)</b>
<b>Unit 1 – Personal</b>	<b>Unit 2- Externally</b>	See previous exam papers for layout. Year 11

<p><b>portfolio in Art &amp; Design</b> = 60% of final grade based on 4 assessment objectives (25%each) Mock exam is final project for coursework. Students are expected to have a wide variety of coursework showing a range of skills. A3 journals, display work and final pieces. Pupils should submit a minimum of 4 quality projects complete with journals and a display final outcome. All work to be submitted in an A2 portfolio.</p>	<p><b>set assignment in Art &amp; Design</b> = 40% of final grade based on 4 assessment objectives. Exam paper will be set in February 2019 with 8 weeks to prepare before the 10 hour exam over 2 days in April.</p>	<p>pupils should focus on visual communication of ideas with supporting research and analysis of artists and art history. Pupils work will be exhibited for moderation in June 2019. Consideration of exhibition layout will be essential for candidates and they should be giving this careful thought as they move towards the end of the course. All work will be exhibited and open to the viewing public at the end of the Summer Term in 2019.</p>
<p><b>Recommended additional reading materials</b> The school library has an excellent range of art books for research and ideas. Visits to art galleries/museums/places of interest are essential – there is no substitute for viewing work in ‘real space’.</p>		
<p><b>Additional subject support available</b> The department has an ‘open door’ policy – if pupils wish to work in the department they are welcome to do so at break and lunch.  Art department library.</p>		

## DESIGN & TECHNOLOGY

<p><b>Subject</b> Design &amp; Technology – GCSE (AQA)</p>	<p><b>Head of Department</b> Mr S. Weston</p>
<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</p>	



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

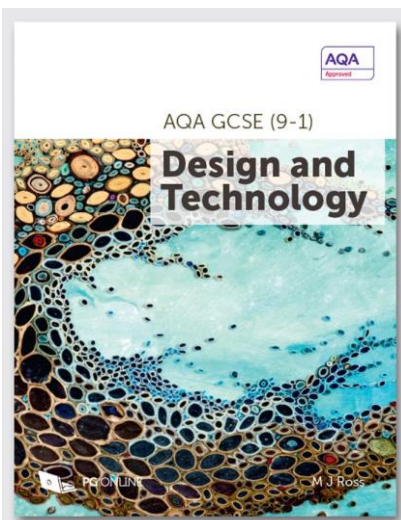
### How it's assessed

- 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](http://www.pgonline.co.uk)

## FOOD PREPARATION & NUTRITION

<b>Subject</b>	<b>Subject Leader</b>
WJEC Eduqas Food Preparation and Nutrition	Miss D. Nunes
<b><u>Introduction</u></b>	
From September 2016, pupils will study the new Food Preparation and Nutrition GCSE.	
<b><u>What are the aims of the course?</u></b>	
By studying food preparation and nutrition learners will:	
<ul style="list-style-type: none"><li>• 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;</li><li>• 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;</li><li>• understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;</li><li>• understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices;</li><li>• demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food;</li><li>• 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.</li></ul>	
<b><u>Assessment (Linear GCSE course)</u></b>	
<b>GCSE (9-1) Food Preparation and Nutrition</b>	
<b><u>Exam Board:</u> Eduqas/WJEC</b>	
<b>Component 1: Principles of Food Preparation and Nutrition</b>	
<b>Written examination: 1 hour 45 minutes</b>	
<b>50% of qualification</b>	
This component will consist of two sections both containing <b>compulsory questions</b> and will assess the <b>six areas</b> 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

## MUSIC

<b>Subject</b> Music	<b>Subject Leader</b> Mrs J. Martin
<b>Specification:</b> Edexcel GCSE in Music	
In GCSE music students need to study three units: Performing, Composing and Appraising. Students will also learn basic music theory.	
<b>Performing (Coursework):</b> Students will perform one solo performance and one ensemble performance.	
<b>Composing (Coursework):</b> Students will compose one free composition and one brief composition.	
<b>Appraising (Internal Exam):</b> Students will study all the 8 Set Works: Johann Sebastian Bach: Brandenburg Concerto No. 5 in D major, 3 <sup>rd</sup> Movement, <i>Ludwig van Beethoven: Piano sonata No 8. In C minor, Pathetique, 1<sup>st</sup> 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>	
<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html</a> examination board.	
<b>Course text book</b>  Edexcel GCSE Text Book, Pearson  Edexcel GCSE Anthology, Pearson	
<b>Additional information:</b> Students have to provide the sheet music for each performance and all coursework will need to be completed before the end of Spring Term.	

## PE

<b>Subject</b> GCSE Physical Education	<b>Subject Leader</b> Mr D. Johnson
<b>Exam board:</b> AQA (Full course 8582)	
<b>Website:</b> <a href="http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a>	

**Assessment: 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
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Use of data</li> </ul>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> <li>• Use of data</li> </ul>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> <li>• 30% of GCSE</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> <li>• 100 marks</li> <li>• 40% of GCSE</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Answer all questions.</li> <li>• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Answer all questions.</li> <li>• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</li> </ul>

**Course text book**

*AQA GCSE (9-1) PE: Ross Howitt & Mike Murray (Hodder Education)*

**Additional subject support available**

- All lesson power points and resources will be available to students
- Compulsory extra homework for selected students based on Mock results (Optional for other students).
- All lessons in Year 11 will have an element of exam practice/technique

**Further information on re-takes:** No retakes

**Additional information**

Students are expected to be participating in their chosen sports outside of school. It is also important for students who are participating in summer sports or sports not offered at the school to provide video evidence for the moderator (e.g. Skiing)