



COX
GREEN
SCHOOL

Committed to Achievement



Year 9 Curriculum

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Ethos and Vision

Cox Green aims to make the very most of its students. We do this by providing an education that is both challenging and fulfilling. We offer a full educational diet; not only in the formal curriculum, but also in a wide range of available extra-curricular activities!

School life at Cox Green is full of opportunities for students to learn. We encourage them to grow as individuals and to have a strong sense of community. We expect students to do their best for their own sake and for the sake of others.

We aim for the highest standards of educational achievement and value every student. We expect our students to fulfil their potential academically, personally and socially. To achieve this aim, we want each of our students to develop a sense of **PRIDE**

Passion for learning and a desire to achieve to potential and beyond; to leave Cox Green as confident, well qualified, inspired young people and prepared for any future challenge.

Respect as a core principle of every interaction.

Insight into the needs of others – at a local, national and global level so that each child develops the skills to make a positive contribution to society.

Diligence – the ability to be resilient and persevere; a commitment to make mistakes and to learn from them.

Enjoyment of the opportunities available and to develop a passion for lifelong learning.



Our motto is “Committed to Achievement” and this embodies our belief that **perseverance, self-discipline and determination** will enable our students to succeed at school and beyond.

An outstanding education as an entitlement for all embodies all that we do.

We will realise this by adopting the following principles:

- Excellence: exceptional expectations and achievement for all students;
- ‘Whatever it takes’: students, teachers and parents all committed to doing everything needed to ensure that each child succeeds;
- Responsibility and respect: excellent standards of behaviour and conduct in school and the local community at all times;
- Personal development: developing confidence and leadership skills through inspiring teaching and role models, and an extended and enriching curriculum;
- Talented and committed staff: trained and supported to create an academic centre of excellence.

Our Students	thrive in an environment which promotes a passion for lifelong learning and are equipped with the skills, knowledge, values and qualifications to succeed as happy active global citizens.
Our Staff	well-being is at the core of all that we do – everyone feels valued and respected and has every opportunity to develop professionally and personally in collaboration with others.
Our Learning Environment	will be developed and resourced to support and stimulate outstanding learning and achievement.
Our Community	will be one which promotes active participation, challenge and contribution to local initiatives and activities; enabling the development of key skills to ensure future success for all.

Dear Parents,

This booklet is designed to give you and your child information about the GCSE course content, which will be studied during Year 9.

Cox Green School aims to:

- provide all of our students with a rich and diverse curriculum
- provide learning opportunities that meet the needs and interests of all learners
- to develop each pupil's knowledge, experience, imagination and intercultural understanding, whilst at the same time fostering an awareness of moral values and a capacity for enjoyment which will enable him or her to be an active participant in a global society.

We aim to inspire in our students a love for learning and discovery; perseverance, problem solving and a positive solution focussed outlook – nothing is impossible with the right commitment and focus. We encourage students to develop their own interests and achieve far more than just examination success. The many opportunities to excel, both within and beyond the classroom, provide an environment in which every individual can develop his or her talents to the full

Literacy underpins every aspect of the curriculum and for this reason it has key in ensuring that every student at Cox Green can achieve to his or her potential. Literacy is not limited to writing; to be literate is to be able to listen, speak and write at a level necessary to function in education, at work and in society.

Our curriculum is structured to create as many opportunities for future success and personal leadership development as possible. Students also have the opportunity to engage with our outstanding careers provision.

Core

- In Years 9 our students continue to enjoy a broad core curriculum subjects.
- All students study, English, English Literature, Mathematics, and Science, which includes Biology, Physics and Chemistry. (Some students will study these as individual Sciences; the majority will study these in order to achieve the Combined Science GCSE)
- All of our students study Religious Studies to GCSE.
- Setting arrangements are place for Maths and English although these are very fluid and there are many opportunities for students to move groups
- Science is taught in mixed ability groups.

PE and Careers

- Physical Education is also part of our core curriculum offer with students enjoying a range of exciting opportunities. Pupils will have the opportunity to tackle complex and demanding physical activities and experience a range of activities that develops personal fitness and promotes an active, healthy lifestyle.
- Students also have the opportunity to engage with our outstanding careers provision and have regular opportunities to meet with our Careers Advisor Mrs Mackay
- In addition, all students have the opportunity to choose a number of optional subjects. Our desire is to ensure that every student studies courses which will challenge and enable him/her them to access any desired pathway of learning post 16, be it a traditional A level course, a combination of A Level and Btec options or even a more vocationally orientated course.

Students will have selected three subjects from the following subjects to study at GCSE

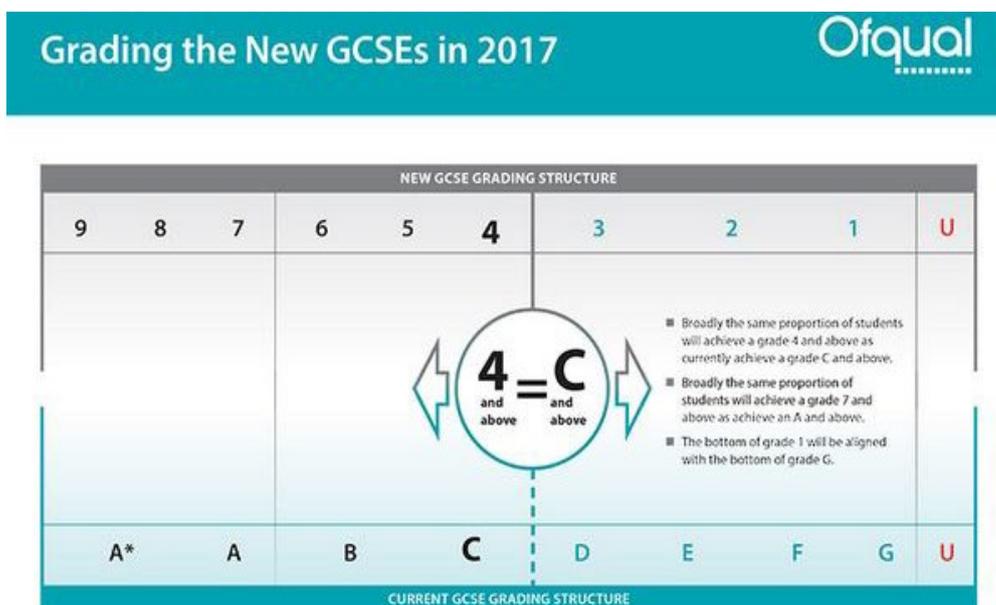
Art	Geography	Media
Business Studies	Graphics	Music
Computer Science	History	Physical Education GCSE
Drama	Hospitality and Catering	Product Design
French	iMedia (ICT)	Psychology

Wider learning skills will underpin the Key Stage 4 curriculum. Students will be encouraged to be involved in as many of the following wider learning opportunities:

- Duke of Edinburgh
- Leadership awards
- Peer Mentoring
- Student Council

‘Our young people are living, learning and negotiating their lives in an increasingly complex and challenging world’ (The Young Foundation). This calls for **empowered** and **resilient** young people who can **play an active role** in navigating their own paths.

- All of the subjects your child will be studying will be based on the reformed GCSEs.
- The new grading system will apply with reduced controlled assessment, if any at all, and examinations at the end of courses.
- The new grading system goes from 1 – 9, with 9 being the highest grade.
- The new GCSEs are harder and have more content and as a result, we have reduced the number of GCSEs the pupils will study to 9.
- The school has increased the time provided for English and Science as all students take at least 2 GCSEs in these subjects.




 Andy Shields
 Assistant Head Curriculum and Assessment

Art, Craft and Design

Learning Leader: Ms Williams

Exam Board: AQA

Topics/Themes Studied

Art, Craft and Design promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Students must explore through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work

- Terms 1-4: Introductory workshops – drawing, painting, photography and printmaking
- Terms 5-6: Order and Disorder – Project 1

Skills

- Assessment Objective 1: *Develop ideas through investigations, demonstrating a critical understanding of sources* – artist research, research into context and cultures and using these influences to inform the development of student work.
- Assessment Objective 2: *Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes* – experimentation with a variety of media, photography, 2D and 3D and then selecting the appropriate media to develop further.
- Assessment Objective 3: *Record ideas, observations and insights relevant to intentions as work progresses* – drawing in a variety of media, photography and written annotation to explain ideas and journey throughout the project.
- Assessment Objective 4: *Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language* – bring influences together and design and create a final outcome/series of final outcomes.

Homework

- Information relating to all homework can be found on DODDLE. Homework tasks should take approximately 1 hour per week.

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of Term 6 (June).
- The department also undertakes the following to assess student progress: Weekly verbal feedback, monitoring individual pieces of classwork and homework; Mid-way project – self & peer assessment; Mid-way teacher marking and WES feedback (What Went Well, Even Better If, Student Response) with DIRT time to improve work

Books/Resources/Web Page References

- <https://www.tate.org.uk/>
- <https://www.thisiscolossal.com/>
- <https://www.saatchigallery.com/>
- <https://www.nationalgallery.org.uk/>
- <https://www.britishmuseum.org/>
- <https://wellcomecollection.org/>
- <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

Activities and Visits

- Practical work, Digital work, Photographic work, Possible trips to galleries, Skills based workshops

Student View

“Art at KS4 is a great experience as you go more in depth into the artists and how their ideas link to our themes and how they can inspire us. It is also really fun as you experiment with new techniques and media and get a lot of support from the teachers” – AB

Business Studies

Learning Leader: Mrs L Friend

Exam Board: AQA

Topics/Themes Studied

During each term we will choose a topical element to cover in each of the following units.

- Term 1: What is business?
- Term 2: External Influences
- Term 3: Operations
- Term 4: Human Resources
- Term 5: Marketing
- Term 6: Finance

Skills

AQA GCSE Business Studies will encourage learners to:

- Consider the practical application of business concepts.
- Experience opportunities to explore theories and concepts in the most relevant way
- Examine the context of events in the business and economic world.
- Gain the knowledge and skills which will provide the students with a firm foundation for further study.

Homework

- Use Doodle quizzes for home learning. Exam questions to practice exam-answering techniques. Worksheets related to topic as well as end of unit assessments. Flipped learning is also used for topic preparation. Reading the business news at least once a week is also essential.

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June).
- Students will also be assessed at the end of each unit with exam style questions.
- Definitions tests will also occur a relevant points throughout the course.

Written Paper 1:

1 hr 45 minutes including multiple choice questions, data interpretation and a real life case study. Units assessed:

- Business in the real world,
- Investigating Business,
- Operations
- Human Resources

Written Paper 2:

1 hr 45 minutes including multiple choice questions, data interpretation and a real life case study. Units assessed:

- Business in the real world,
- Investigating Business
- Marketing
- Finance

Books/Resources/Web Page References

- www.tutor2u.net
- www.businessbee.co.uk
- www.bbcbitesize.co.uk
- <https://news.sky.com/business>
- <https://www.bbc.co.uk/news/business>

Activities and Visits

- Group work, external speakers, Thorpe Park for business talk, tutor2u conference in London

Student View

“Business studies makes me more interested in the real world and has made sure I think about my future careers and money.” AH

Computer Science

Learning Leader: Ms R Chaudry

Exam Board: OCR

Topics/Themes Studied

- Term 1: Systems Architecture & Networks
- Term 2: Systems Software and Security
- Term 3: Ethical, legal, cultural and environmental concerns
- Term 4: Algorithms & Programming
- Term 5: Logic and Languages
- Term 6: Data representation

Skills

OCR's GCSE (9–1) in Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

Homework

- Use Doodle quizzes for home learning. Exam questions to practice exam-answering techniques. Worksheets related to topic as well as end of unit assessments. Flipped learning is also used for topic preparation.

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June).
- There are two externally examined components (01 and 02) weighted at 50% each.

Written Paper 1: Computer Systems

- This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software.
- It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Written Paper 2: Computational thinking, algorithms and Programming

- This component incorporates and builds on the knowledge and understanding gained in Component 01, encouraging learners to apply this knowledge and understanding using computational thinking.
- Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

Learners will become familiar with computing related mathematics.

The department also undertakes the following to assess student progress:

- End of topic Assessments
- Presenting your understanding about a topic to the class
- Self-evaluation of topics

Books/Resources/Web Page References

- GCSE Computer Science for OCR Student Book Author: David Waller (Author) and Ann Weidmann (Course consultant)
- ISBN: 9781316504031
- OCR GCSE (9-1) Computer Science Author: S Robson and PM Heathcote
- OCR GCSE (9–1) Computer Science Course Companion (2nd Edition) Author: Sarah Lawrey
- <https://www.w3schools.com/>
- <https://www.senecalearning.com/>
- <http://www.teach-ict.com/>

Activities and Visits

- Group work, Trip to Microsoft, workshops with Microsoft and Apple, External speakers, Coding Competitions

Student View

“Computer Science was a challenging but enjoyable subject. It allowed me to develop my problem solving skills and improved my understanding of computers.” SD

Design and Technology

Learning Leader: Mrs S Darby

Exam Board: AQA

Design and technology is part of everyday life and is constantly evolving. Our qualifications focus on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. Students learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication.

Topics/Themes Studied

- Term 1: Approaches to designing.
- Term 2: Approaches to designing.
- Term 3: Designing Products.
- Term 4: Designing Products
- Term 5: Energy and Mechanisms
- Term 6 Energy and Mechanisms

Skills

- Designing
- Making
- Evaluating
- Analysing
- Researching
- Range of practical skills in metal, wood and timber, papers and boards, polymers and textiles.

Homework

Over the course of the year, the students will receive a number of homework tasks to consolidate what has been learnt in lessons related to the topics listed below.

1. Design strategies
 2. Electronic systems
 3. The work of other designers
 4. The work of other companies
 5. Ecological, Environmental and social issues.
 6. Research and investigation
 7. Exploring and developing ideas
 8. Energy generation and storage
 9. Mechanical systems
- Information relating to all homework can be found on DODDLE.

Assessment

(End of GCSE)

- Unit 1, written paper- 50%
- Unit 2, controlled assessment- 50%

Controlled assessment: students start the task at the end of year 10. It comprises of an A3 portfolio of design development work, and a quality practical product made in the school workshop

Examination: students sit a two hour examination in the summer term of year 11 to test knowledge and understanding of the factors that influence designing and manufacture.

Internal Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June).
- The department also undertakes the following to assess student progress: Internal assessments take place at the end of each unit of work to assess the students' knowledge and understanding of the topic. Projects are assessed throughout and feedback is provided to the students regularly.

Books/Resources/Web Page References

- Collins AQA GCSE 9-1 Design and Technology all in one revision and practice
- New Grade 9-1 Design & Technology AQA Complete Revision & Practice (with Online Edition) (CGP GCSE D&T 9-1 Revision)

Activities and Visits

- External speakers
- Practical drop down days
- Coursework catch up sessions

Student View

“Design technology is very interesting and I really enjoy taking part in practical lessons. “

Drama

Learning Leader: Mrs A Lane

Exam Board: Eduqas

Learners are given the opportunity to develop their appreciation of drama as actors, designers and directors, developing a wide range of key skills throughout their study through carefully selected texts. Through the use of practical work, learners will be able to concentrate on areas of drama which best suit their ability and skills.

Topics/Themes Studied

- Term 1: Ensemble and devising skills
- Term 2: Devising skills based on a topic
- Term 3: Script extracts
- Term 4: Practice devising assessment
- Term 5: Blood Brothers
- Term 6: Blood Brothers and Live Review

Skills

- Characterisation skills, devising skills, rehearsal techniques, practitioners methods and ideologies, group work, communication, problem solving and learning lines.

Homework

- Information relating to all homework can be found on DODDLE.

Homework will include:

- Revision of key skills and techniques
- Evaluations based on practical performances
- Research tasks to aid the practical work
- Questions based on the mark scheme and specification to develop understanding of how to answer questions accurately
- Reading extracts from plays
- Learning lines
- Answering exam style questions

Assessment

- Internal: There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June)
- End of GCSE: There are 3 components on the course:
 1. Devising an original piece of drama alongside a 900-word portfolio – internally assessed and externally moderated (40%)
 2. Scripted practical exam – externally examined by a visiting examiner (20%)
 3. Written paper covering questions on the set text and a live review of a piece of theatre (40%)

Books/Resources/Web Page References

- BBC Bitesize Drama
- CGP revision guide

Activities and Visits

- Visiting the theatre at any given opportunity

Student View

'I chose Drama GCSE because I enjoy creating my own work and performing. It has really helped to build my confidence.'

English Language and English Literature

Learning Leader: Mrs S Jafferi

Exam Board: AQA

Students will spend Year 9 developing the knowledge and skills needed to access the GCSE exams. While they do not study their first exam text until Term 5, Year 9 will provide them with the skills, knowledge and confidence to study both GCSE English Language and English Literature.

Topics/Themes Studied

- Term 1: Of Mice and Men; Focus - How to study a work of literature.
- Term 2: Poetry and non-fiction; Theme - love and relationships; Focus - develop confidence, knowledge and skills needed to access a range of unseen texts.
- Term 3: Imaginative Writing; Focus - extended writing skills and style.
- Term 4: Power and Dystopia; A thematic unit exploring a range of fiction and non-fiction texts; Focus - develop analysis, evaluation and comparison skills.
- Term 5 and 6: Modern Text DNA; study of first GCSE English Literature Text

Skills

English Language

- Reading - Comprehension, inference, analysis of language and structure, comparison of ideas, views and methods, evaluation of texts.
- Writing - Communicate clearly, effectively and imaginatively, craft writing to suit purpose, audience and form, use a variety of sentence structures, vocabulary and punctuation.

English Literature

- Respond to texts critically and support ideas with textual reference, analyse the language, form and structure used by a writer, show understanding of the relationships between texts and the contexts in which they were written, communicate ideas effectively.

Homework

Students will be set one reading homework a week and another homework including:

- extended projects (over a term), quizzes, writing tasks, comprehension, skills based activities, research

Assessment

- Internal: There are two whole school examination periods each academic year; at the end of Term 2 (December) and at the end of Term 6 (June).
- The department also undertakes the following to assess student progress: Every term students will complete and extended writing task which will be marked with feedback for students to respond to.

Regular formative assessments including:

- Timed practice tasks during lessons, Planning, drafting and redrafting of extended writing tasks to explicitly teach skills and build a portfolio, assessments completed in assessment books including timed essays.

External Assessment - GCSE English Language

English Language Paper 1 (50%)

Reading – 40 marks

Writing – 40 marks

English Language Paper 2 (50%)

Reading – 40 marks

Writing – 40 marks

External Assessment - GCSE English Literature

English Literature Paper 1 (40%):

Shakespeare (Macbeth) – 34 marks

19th Century Text (Jekyll and Hyde) – 30 marks

English Literature Paper 2 (60%):

Modern Text (DNA) - 34 marks

Anthology Poetry (Power and Conflict) – 30 marks

Unseen Poetry – 32 marks

Books/Resources/Web Page References

- AQA Snap Revision Guides, Seneca Learning, Sparknotes, Bristol University Grammar Website, BBC Bitesize

Books studied and sold through school to ensure all students are working from the same edition:

- Macbeth, DNA, Jekyll and Hyde, AQA Poetry Anthology

Activities and Visits

- Globe Players visit school, Regular theatre trips

Student View

'I think the English Department covers great topics in lessons and focuses on what we need to do to further our education.' Year 9 student

French

Learning Leader: Ms H Stevenson

Exam Board: AQA

Course Description

Students study all of the following themes on which the assessments are based.

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Topics/Themes Studied

- Term 1: Family and Technology
- Term 2: Free time and Festivals
- Term 3: Your area and Healthy Living
- Term 4: Environment and Holidays
- Term 5: School
- Term 6: Future study and jobs

Skills

- Vocabulary development
- Translation
- Extended writing
- Reading comprehension
- Listening
- Speaking

Homework

- Information relating to all homework can be found on DODDLE

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June). The department also undertakes the following to assess student progress:
- Every term students will complete an extended writing task, which will be marked with feedback for students to respond to.

Listening

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

Speaking

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Reading

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE
- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Writing

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

Books/Resources/Web Page References

- <http://www.memrise.com>
- <http://www.bbc.co.uk/bitesize/>
- <http://www.kerboodle.com>

Activities and Visits

N/A

Student View

“French has been fantastic for me and I can’t wait to use it in my future education and career not only is it useful, but also so much fun to learn.”

“I chose French as a GCSE because I knew it would be useful for my future. I really look forward to my lessons because the teacher makes the lessons really enjoyable.”

Geography

Learning Leader: Mrs J Wick

Exam Board: AQA Specification 9-1

Topics/Themes Studied

Unit 1: Living with the Physical Environment:

- A. Challenge of Natural Hazards
- B. Living World: Tropical Rainforest and hot environments
- C. Physical Landscapes in the UK: River and Coastal Environments

Unit 2: Challenges in the Human Environment:

- A. Urban Issues and Challenges
- B. Changing Economic World
- C. Challenge of Resource Management: Water Resources

Unit 3: Geographical Applications

- A. Issue Evaluation on Pre-release material
 - B. Fieldwork
- Term 1: Map Skills and Geographical Applications
 - Term 2: Challenge of Resource Management: Water Resources
 - Term 3: Physical Landscapes in the UK: River Environments
 - Term 4: Physical Landscapes in the UK: Coastal Environments
 - Term 5: Tropical Rainforests
 - Term 6: Fieldwork skills and Geographical Applications

Skills

- Map skills including GIS, topographic, thematic and OS maps, Graphical literacy, Maths skills including data calculations and analysis

Homework

- Students should be completing 1 hour of homework every week to support their understanding and revision of the key topic areas. In Year 9 this may be split into smaller tasks to be completed based around their lesson studies or a significant task based on a place based example or case study. Students will revise for the fortnight before any assessment and this will be communicated with parents to support. Information relating to all homework can be found on DODDLE.

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June).

The department also undertakes the following to assess student progress:

- Mid unit and end of topic exams
- Exam questions in class or for homework
- Assessment tasks completed regularly to measure understanding in lessons

3 exam papers covering the 3 units above:

- Unit 1 will be a 1 hour and 30 minute written paper
- Unit 2 will be a 1 hour and 30 minute written paper
- Unit 3 will be a 1 hour and 15 minute written paper

Books/Resources/Web Page References

Revision Guides:

- CGP "GCSE AQA Geography For the Grade 9-1 Course"
- Pocket Poster "The Pocket sized revision guide: GCSE Geography"

Textbook:

- "GCSE Geography AQA" available to the students via their Kerboodle account
- Doodle Resources
- Key term glossaries on school website
- PLC Revision support on school website
- Revision homework booklets on Doodle
- Revision flash cards

Activities and Visits

- Local investigation of the school site in the summer term.

Student View

"I like Geography due to the fact that you learn to read maps and it's about current affairs and our future." RK

"I like learning about animal adaptations and volcanic eruptions and disasters." ZF

"It teaches life skills that you might need in the future" BB

"It helps me with everyday life" TSR

"It tells you what's going on in the world around you," GK

"It's fun because there is lots of interactive learning" CW

Graphic Communication

Learning Leader: Ms Williams

Exam Board: AQA

Topics/Themes Studied

Students are required to work in one or more area(s) of graphic communication, such as: communication graphics, design for print, advertising & branding, illustration, package design, typography, interactive design (including web, app and game), multi-media, motion graphics, signage and exhibition graphics. Students must respond to sources to inspire the development of ideas relevant to graphic communication. Eg:

- How sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries
- How ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses that are fit for a specific intended purpose.
- Terms 1-6: Introductory workshops – drawing, painting, photography, digital skills, responding to a brief, analysing existing graphic communication, principles of design.

Skills

- *Assessment Objective 1: Develop ideas through investigations, demonstrating a critical understanding of sources* – artist research, research into context and cultures and using these influences to inform the development of student work.
- *Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes* – experimentation with a variety of media, photography, 2D and 3D and then selecting the appropriate media to develop further.
- *Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses* – drawing in a variety of media, photography and written annotation to explain ideas and journey throughout the project.
- *Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language* – bring influences together and design and create a final outcome/series of final outcomes.

Homework

- Information relating to all homework can be found on DODDLE.
- Homework tasks should take approximately 1 hour per week.

Assessment

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- The department also undertakes the following to assess student progress: Weekly verbal feedback, monitoring individual pieces of classwork and homework; Mid-way project – self & peer assessment; Mid-way teacher marking and WES feedback (What Went Well, Even Better If, Student Response) with DIRT time to improve work.

Books/Resources/Web Page References

- <https://www.tate.org.uk/>
- <https://designmuseum.org/>
- <https://www.ltmuseum.co.uk/>
- <https://www.thisiscolossal.com/>
- <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/graphic-communication>
- <https://www.saatchigallery.com/>
- <https://www.nationalgallery.org.uk/>
- <https://www.britishmuseum.org/>
- <https://wellcomecollection.org/>

Activities and Visits

- Practical work, Digital work, Photographic work, Possible trips to galleries, Skills based workshops

History

Learning Leader: Mr Burrows

Exam Board: AQA

Topics/Themes Studied

In Terms 1 & 2 of Year 9, students will complete two topics that will not be assessed in the GCSE exams in Year 11; World War One and 'Protests and Civil Rights'. These terms are used as an opportunity for students to familiarise themselves with the skills required for GCSE historians before learning course content.

Following this, the GCSE course focuses on four key topics as follows:

- Germany 1890 – 1945: Democracy and Dictatorship (Paper 1)
- Conflict and Tension 1918-1939: A depth study (Paper 1)
- Health and the People C1000-present day (Paper 2)
- Norman England 1066-1100 with a focus on a specific historical environment (Paper 2)

- Term 1: WW1
- Term 2: Protests and Civil Rights
- Term 3: Germany 1890-1945 – Paper 1
- Term 4: Germany 1890-1945 – Paper 1
- Term 5: Germany 1890-1945 – Paper 1
- Term 6: Germany 1890-1945 – Paper 1

Skills

- Source analysis
- Decision making
- Evaluation
- Extended writing
- Explanation of significance
- Independent research
- Interpreting evidence

Homework

- Information relating to all homework will be set on DODDLE
- In Year 9, student's homework will work alongside the topic of work for the term
- In terms 1 and 2, homework will concentrate on creative tasks to compliment the learning in class
- In terms 3-6, homework will work alongside the GCSE learning in class. This will often take the form of exam questions – putting subject knowledge to the test

Assessment

Internal: There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of Term 6 (June).

The department also undertakes the following to assess student progress:

- Minimum of 2x practice GCSE questions each term
- Mock exam at the end of each key topic which equates to on mock exam per term

Exams completed in summer of Year 11:

- Paper 1 – 2-hour exam
- Paper 2 – 2-hour exam

Books/Resources/Web Page References

Paper 1, Section A

- Oxford AQA History for GCSE: Germany 1890-1945: Democracy and Dictatorship Paperback, Aaron Wilkes, J.A. Cloake
- Understanding the Modern World, Hodder Education, David Ferriby, Dave Martin, Ben Walsh

Paper 1, Section B

- Oxford AQA History for GCSE: Conflict and Tension 1918-1939, Aaron Wilkes, Ellen Longley and J.A. Cloake
- Understanding the Modern World, Hodder Education, David Ferriby, Dave Martin, Ben Walsh

Paper 2, Section A

- Oxford AQA History for GCSE Thematic Studies c790-present day, Aaron Wilkes, Lindsay Bruce, Kevin Newman and J.A. Cloake
- AQA GCSE History, Health and the People, Hodder Education, Alf Wilkinson

Paper 2, Section B

- Oxford AQA History for GCSE: British Depth Studies c1066-1685, Aaron Wilkes, Lorraine Waterson, Tim Williams and J.A. Cloake

Websites

- <http://www.schoolhistory.co.uk/gcselinks/medicine.html>
- <http://www.schoolhistory.co.uk/revision/germany.shtml>
- <http://www.bbc.co.uk/schools/gcsebitesize/history/shp/>

Activities and Visits

- Year 9 Berlin Trip and Year 11 Auschwitz Trip.

Student View

“History is an interesting subject. I have already learnt so much about Britain in World War One which I did not know about before! I learn so many cool and fascinating things in my History lessons!” Reece, Year 9

“I think History lessons are very engaging because you learn about so many different things during an hour – no lesson is the same! I am so glad I chose History for GCSE!” Chloe, Year 9

Hospitality and Catering

Learning Leader: Mrs Darby

Exam Board: WJEC

Topics/Themes Studied:

Students are introduced to the key principles of nutrition, the role in the body and what contributes to a healthy diet. They learn to apply this knowledge through an increasing range of technical skills to meet the needs of specific groups of customers. Students study application and implications for the food industry with particular emphasis on the hospitality and catering sectors. They learn how these businesses operate, key factors for their success, the role of health, safety and food safety legislation, current business trends and the challenges facing the industry today.

- Term 1: Introduction to nutrition, functions of nutrients in the body and food preparation
- Term 2: Nutritional deficiencies and the needs of specific groups of people
- Term 3: Introduction to techniques used in preparation of commodities
- Term 4: Introduction to menu planning and meeting the needs of customers
- Term 5: Applying technical skills to meet the needs of a design brief
- Term 6: Bringing it all together: Mini coursework brief

Skills

- Including Food preparation and cooking skills, analysis, research, decision-making, organisation, time management, planning, communication, problem solving.

Homework

- Information relating to all homework can be found on DODDLE. In addition on-going meal and menu research, design, planning and preparation.

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of Term 6 (June).
- A combination of the following will be used to assess student progress: Verbal feedback, monitoring individual pieces of classwork, practical work and homework; Mini projects; Mid-way teacher marking and WES feedback(What Went Well, Even Better If, Student Response)
- Final Qualification in year 11: There are 2 components:
 4. Unit 1: The Hospitality and Catering Industry:
40% of qualification, externally assessed
Online exam, duration 1½ hours
 5. Unit 2: Hospitality and Catering in Action:
60% of qualification, internally assessed, externally moderated
Controlled assessment, duration 9 hours to include: 5 hours coursework, 4 hours practical session.

Books/Resources/Web Page References

- Course textbook: WJEC 'Hospitality and Catering Level 1 & 2' by Anita Tull/Alison Palmer, illuminate publishing
- 'Practical cookery: Level 2', Hodder education
- Websites: Food a fact of life, BBC bitesize and BBC good food
- Students are also encouraged to follow current trends by following programmes such 'The truth about food', 'British Bakeoff', 'Great British Menu' and 'Masterchef'.

Activities and Visits

- Practical work, Skills based workshops

Student View

"I love practising what I've learnt, being able to use my own ideas and knowing that what I'm doing is the same in the real world of work – it tastes good too!"

Maths

Learning Leader: Mr Haghazali

Exam Board: Edexcel

Topics/Themes Studied

- Term 1: Estimation, areas of shapes, circles, compound measures, algebraic fractions and formulae.
- Term 2: Percentage problems, further fractions work, angles problems solving and interpreting graphs.
- Term 3: Decimals, calculator methods, statistical diagrams and analysis, combining transformations.
- Term 4: Constructing and solving equations, laws of indices, surds, standard form, Pythagoras' theorem and trigonometry.
- Term 5: Sequences, 3D shapes problem solving, proportional reasoning.
- Term 6: Probability diagrams, Venn diagrams and set theory.

Skills

- Students develop their problem solving techniques in the listed topics.

Homework

- Information relating to all homework can be found on DODDLE.

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June).
- The department also undertakes the following to assess student progress:
Regular end of topic assessments; Practice exam papers

Books/Resources/Web Page References

- Maths Genie- topic based exam questions, videos and solutions. www.mathsgenie.co.uk.
- My Maths- topic lessons and practice exercises. www.mymaths.co.uk

Activities and Visits

- Numeracy Ninjas once a week in form. Numeracy days across the year, after school revision sessions.
- The Maths department offer extra support after school from Monday to Wednesday.
- The use of topic based exam questions help to support revision for the GCSE papers.

Student View

“The extra support from the Maths department during after school sessions from Monday to Wednesday is helping me to progress in the subject. I can attend when I need help.”

“End of topic tests are good. The tests tell me how I am progressing in Maths.”

Media

Learning Leader: Ms K Stockwell

Exam Board: Eduqas

Learners study a range of media forms in terms of a theoretical framework, which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, television, music video and online, social and participatory media. Advertising and marketing, film, video games, radio and magazines are studied in relation to selected areas of the framework.

Topics/Themes Studied

- Term 1: Introduction to the course and theoretical frameworks
- Term 2: Print Advertising
- Term 3: Newspapers
- Term 4: Video Game Industry and Audience
- Term 5: Magazines
- Term 6: Mini coursework brief

Skills

- Enquiry, critical thinking, decision-making and analysis
- Creative production skills

Homework

- Information relating to all homework can be found on DODDLE

Assessment

Internal: There are two whole school examination periods each academic year – at the end of term 2 (December) and at the end of term 6 (June)

The department also undertakes the following to assess student progress:

- Specific practice questions relevant to the area being studied, i.e. industry/audience
- In class quizzes as introductions to the lessons

External: Two exam papers – 70% of GCSE

Component 1: Exploring the Media (Written exam: 1 hour 30 minutes – 40% of GCSE)

- *Component 2: Understanding Media Forms and Products (Written exam: 1 hour 30 minutes – 30% of GCSE)*
- *Component 3: Creating Media Products (Non-exam assessment)*
- Teacher assessment – 30% of GCSE

Books/Resources/Web Page References

- Seneca Learning – online
- BBC Bitesize – online
- Mrs Fishers Media Revision Channel – Youtube
- WJEC/Eduqas GCSE Media Studies – textbook by Hayley Sheard
- WJEC/Eduqas GCSE Media Studies – revision guide by Hayley Sheard

Please note that with the ever-evolving media, set texts are subject to change to keep more relevant but may not be included in the textbooks; however, the skills it discusses are transferable to the newer texts.

Activities and Visits

- Media Clinic

Student View

“I enjoy Media because it is a very creative subject and you are able to study aspects of the modern world. You are able to pick up exam techniques very easily through the use of exam question homework. I find learning in Media very enjoyable with topics such as music videos and Bond.”

“I can see myself using what I have learned in Media in the future.”

Music

Learning Leader: Mr O Griffin

Exam Board: AQA

This specification values all music styles, skills and instruments. Broaden student's minds and foster a love of all music with a qualification that students of all abilities and backgrounds will enjoy.

This GCSE is a qualification that offers students the chance to study a wide range of musical genres, and opportunity for practical learning.

Topics/Themes Studied

- Term 1: Traditional music – The Blues.
- Term 2: Pop music – 1990s onwards.
- Term 3: Musical Theatre.
- Term 4: Minimalism.
- Term 5: Western classical music introduction.
- Term 6: World music – Reggae, Latin, Africa.

Skills

- Progressive Aural development.
- Notation: Treble clef, chord symbols, rhythm, dynamics tempo.
- Technical instrumental skills: Guitar/Keyboard/Percussion.
- Ensemble & solo performance skills.
- Rehearsal skills.
- Vocal skills.

Homework

- Information relating to all homework can be found on DODDLE

Assessment

End of year 11.

- Submission of coursework and written exam.
- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June).
- The department also undertakes the following to assess student progress: Solo and ensemble performance. Solo and small group composition. Progressive listening tests.

Books/Resources/Web Page References

- BBC Bitesize music

Activities and Visits

- Choir, Junior Band, Junior Jazz Orchestra, Winter Concert, Spring Concert, School Show

Student View

Students expressed that they enjoy music as it is a safe place for them to be creative and learn in a different way. They enjoy that we explore different styles of music and learning numerous instruments.

Physical Education (Core)

Learning Leader: Mr. M Gullick

Topics/Themes Studied – On Rotation

Students take part in a bespoke wide range of sports across the academic year. Each PE group participate in the same sports but on a rotational basis throughout the year.

- Trampolining
- Rugby
- Football
- Badminton
- Table Tennis
- Netball
- Tennis
- Dance
- Athletics
- Hockey
- Cricket
- Tennis
- Softball
- Rounders
- OAA
- Short Tennis
- Dodgeball
- Health Related Exercise
- Basketball
- Volleyball

Skills

- Attacking, defending, passing and possession, shooting, using space, travelling e.g. Indian dribble, control/receiving, ball familiarisation, communication, problem solving, map reading, poise, flexibility, motif, pivoting, receiving on the move, balance, flight, flow, posture, coordination, hand – eye, foot-eye. Teamwork, Leadership, Sportsmanship, Creativity and Ethics.

Homework

- Information relating to all homework can be found on DODDLE

Assessment

Practical Performance

- The assessment for practical consists of students completing 12 sports over the academic year.
- Students will be assessed against set assessment criteria linked to the Pearson Edexcel Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria
- These will be assessed by the teacher.

Books/Resources/Web Page References

- Exam Wizard
- www.brianmac.co.uk
- www.quizlet.com
- www.bbc.co.uk/bitesize
- Edexcel GCSE (9-1) PE Student Book (Edexcel GCSE PE 2016)
- Revise Edexcel GCSE (9-1) Physical Education Revision Guide

Activities and Visits

- CGS is part of several leagues competing against schools in the local area as well as competing against schools across Berkshire. Students also have the opportunity to take part in a wide range of extra-curricular clubs.

Student View

“I enjoy all the PE teacher’s lessons, our school has loads of facilities and we get to use all of them during PE and after school.”

Assessment

Exam Written Papers

- The assessment consists of multiple-choice, short-answer, and extended writing questions.
- Students must answer all questions.
- Calculators can be used in the examination.

Practical Performance

- The assessment for practical consists of students completing three physical activities from a set list.
- One must be a team activity.
- One must be an individual activity.
- The final activity can be a free choice.
- Students must participate in three separate activities.
- Students will be assessed against set assessment criteria found in the Pearson Edexcel Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria document on our website.
- Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.

Personal Exercise Programme (PEP)

- The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.
- These will be assessed by the teacher and moderated by Pearson.

Books/Resources/Web Page References

- ResultsPlus
- Exam Wizard
- www.brianmac.co.uk
- www.quizlet.com
- www.bbc.co.uk/bitesize
- Edexcel GCSE (9-1) PE Student Book (Edexcel GCSE PE 2016)
- Revise Edexcel GCSE (9-1) Physical Education Revision Guide

Activities and Visits

- CGS is part of several leagues competing against schools in the local area as well as competing against schools across Berkshire. Students also have the opportunity to take part in a wide range of extra-curricular clubs.

Student View

“I love GCSE PE, my teacher makes every lesson fun and enjoyable to learn the science behind sport.”

“I want to be a nutritionist when I’m older and I know taking GCSE PE is the first step into learning more about diet and nutrition and this will help me get into this career.”

Psychology

Learning Leader: Mrs M Olmos

Exam Board: Edexcel

Topics/Themes Studied

Unit 1:

- Development – How did you develop?
- Memory – How does your memory work?
- Psychological Problems – How would psychological problems affect you?
- The Brain & Neuropsychology – How does your brain affect you?
- Social Influence – How do others affect you?

Unit 2:

- Criminal Psychology – Why do we become criminals?
- Sleep & Dreaming – Why do you need to sleep and dream?
- Research Methods – How do you carry out psychological research?

- Term 1: Criminality and Development
- Term 2: Research methods and Development
- Term 3: Memory and Growth Mind-set
- Term 4: Amnesia and Fixed Mind-set
- Term 5: Morality and Reconstructive Memory
- Term 6: Reductionism and holism

Skills

- Questioning, critical thinking, decision-making and analysis.

Homework

- Information relating to all homework can be found on DODDLE
- Homework should take between 1.5-3 hours per week outside lessons

Assessment

End of GCSE:

- 2 written exams:
- 1 hour 45 minutes (98 marks) and 1 hour 20 minutes (79 marks)
- Multiple-choice, short-open and open-response questions and extended open-response questions

Books/Resources/Web Page References

- Edexcel GCSE 9-1 Psychology – Pearson, ISBN: 978-1-292-18277-3

Activities and Visits

- N/A

Student View

“Psychology is the best subject ever! I find the Criminal Psychology the most interesting and want to do something in that field as a job!”

Religious Studies

Leader: Mrs J Wick

Exam Board: AQA Specification A

Topics/Themes Studied

Component 1: The study of religions: beliefs, teachings and practices

- Islam
- Christianity

Component 2: Thematic Studies

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment

- Term 1: Christianity Beliefs and Teachings
- Term 2: Christianity Beliefs and Teachings
- Term 3: Islam Beliefs and Teachings
- Term 4: Theme E - Religion, crime and punishment
- Term 5: The origins and value of the universe
- Term 6: Worship and festivals

Skills

- Reflecting, Presenting, Discussing and debating
- Literacy skills
- Evaluation/criticism of beliefs and opinions
- Peer assessment, Self-assessment, Researching

Homework

- Students should complete 1-hour worth of homework each week. Some of this will be flipped learning so they will be learning some content for the following lesson. Other homework may consist of exam questions or revision support. Information relating to all homework can be found on DODDLE

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June)

The department also undertakes the following to assess student progress:

- End of topic exams
- Exam questions in class or for homework
- Assessment tasks completed regularly to measure understanding in lessons

2 exam papers covering the units above:

- *Component 1:* 1 hour 45-minute written exam
- *Component 2:* 1 hour 45-minute written exam

Books/Resources/Web Page References

Textbooks:

- "Religious Studies Specification A"
- "AQA Religious Studies A Christianity"
- "AQA Religious Studies A Islam"

Revision Guides:

- “AQA GCSE Religious Studies A: Christianity and Islam Revision Guide”
- “Religious Studies GCSE Revision Guide: Pocket Posters”

Doddle Support Documents/Personal Learning Checklists/Further Reading Booklet

Activities and Visits

N/A

Student View

“I like that it helps to understand different cultures so that when you’re travelling it helps you bond and make new friends” RK

Science – Biology, Combined Science Biology

Learning Leader: Miss L Winchcombe

Exam Board: AQA

The Biology GCSE qualification is designed to engage students in Biology. It encourages a questioning approach to scientific ideas and prepares students for working scientifically. The required practicals include using a microscope, chemical food tests and exploring the effect of concentration upon osmosis in plant cells. Exam questions will be asked on the practicals, but there is no coursework or practical exam.

Topics/Themes Studied

- Term 1: Cell structure
- Term 2: Cell transport
- Term 3: Organisation in animals
- Term 4: Communicable disease
- Term 5: Preventing and treating disease
- Term 6: Preventing and treating disease

Skills

- Working Scientifically – Development of scientific thinking, Experimental skills and strategies, Analysis and evaluation, Scientific vocabulary
- Apparatus and Techniques – Use apparatus to make/ record a range of measurements accurately, Safe use of apparatus, Make observations to identify the suitability of apparatus
- Math Skills – Arithmetic and numerical computation, Handling data, Algebra, Graphs, Geometry and trigonometry

Homework

- Information relating to all homework can be found on DODDLE.

Assessment

Internal Assessment:

- There are two whole school examination periods each academic year – at the end of term 2 (December) and at the end of term 6 (June). The department also undertakes the following to assess student progress: Regularly marked homework and quizzes on Doodle.

End of GCSE:

- Triple : 2 x 1hr 45mins exams
- Combined Science : 2 x 1hr 15mins exams

Books/Resources/Web Page References

- AQA GCSE Sciences (9-1) Textbook, Seneca, BBC Bitesize, Doodle Resources.
- Various revision guides are available to purchase from the science department as well

Activities and Visits

- Science in Action, Biology week, Junior Biology Olympiad and science week

Student View

“Studying Biology has given me a new respect for the human body and it’s complexity”

Science – Chemistry, Combined Science Chemistry

Learning Leader: Miss L Winchcombe

Exam Board: AQA

GCSE Chemistry starts with fundamental aspects of chemistry such as atomic structure, bonding and the properties of matter, and builds to topics in which the fundamentals are applied; such as quantitative chemistry and equilibria. The required practicals link to areas of the content where it would be most appropriate to teach them to embed skills and knowledge.

Topics/Themes Studied

- Term 1: Atomic structure and the periodic table
- Term 2: Structure and bonding
- Term 3: Chemical Changes
- Term 4: Electrolysis
- Term 5: Energy changes
- Term 6: Rates of reaction

Skills

- Working Scientifically, Apparatus and Techniques, Mathematical skills, Required Practicals.

Homework

- Information relating to all homework can be found on DODDLE.

Assessment

Internal Assessment:

- There are two whole school examination periods each academic year – at the end of term 2 (December) and at the end of term 6 (June). The department also undertakes the following to assess student progress: Regularly marked homework and quizzes on Doodle.

External:

Paper 1 – 1hr 45mins

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Paper 2 – 1hr 45mins

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Books/Resources/Web Page References

- AQA GCSE Combined Science: Chemistry
- AQA GCSE Chemistry
- Kerboodle.com
- Doodlelearn.com
- Senecalearning.com

Various revision guides are available to purchase from the science department as well

Activities and Visits

- Science live/Science in Action lecture series

Student View

“Chemistry is the hardest of the three sciences, but the teachers know what they’re doing. We feel supported. Sometimes the lessons are difficult, but teachers are happy to slow down if needed and they are always available to help me if needed”

Science – Physics, Combined Science Physics

Learning Leader: Miss L Winchcombe

Exam Board: AQA

The Physics GCSE qualification is designed to engage students in Physics. It encourages a questioning approach to scientific ideas and prepares students for working scientifically. The required practicals include investigating factors to determine the specific heat capacity of an object. Exam questions will be asked on the practicals, but there is no coursework or practical exam.

Topics/Themes Studied

- Term 1: Energy Resources
- Term 2: Energy Transfer by Heating
- Term 3: Atomic Structure
- Term 4: Particle Model of Matter
- Term 5: Waves 1
- Term 6: Waves 2

Skills

- Working Scientifically – Development of scientific thinking, Experimental skills and strategies, Analysis and evaluation, Scientific vocabulary.
- Apparatus and Techniques – Use apparatus to make/ record a range of measurements accurately, Safe use of apparatus, Make observations to identify the suitability of apparatus.
- Math Skills – Arithmetic and numerical computation, Handling data, Algebra, Graphs, Geometry and trigonometry

Homework

- Information relating to all homework can be found on DODDLE

Assessment

Internal Assessment:

- There are two whole school examination periods each academic year – at the end of term 2 (December) and at the end of term 6 (June). The department also undertakes marking points for each topic to assess student progress.

End of GCSE:

- Triple : 2 x 1hr 45mins exams
- Combined Science : 2 x 1hr 15mins exams

Books/Resources/Web Page References

- AQA GCSE Sciences (9-1) Textbook, Seneca, BBC Bitesize, Doodle Resources.
- Various revision guides are available to purchase from the science department as well.

Activities and Visits

- Science in Action, Physics Week

Student View

'I can now see how the subject affects me in everyday life'

Spanish

Learning Leader: Ms H Stevenson

Exam Board: AQA

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Topics/Themes Studied

- Term 1: Family and Technology
- Term 2: Free time and Festivals
- Term 3: Your area and Healthy Living
- Term 4: Environment and Holidays
- Term 5: School
- Term 6: Future study and jobs

Skills

- Vocabulary development
- Translation
- Extended writing
- Reading comprehension
- Listening
- Speaking

Homework

- Information relating to all homework can be found on DODDLE

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June). The department also undertakes the following to assess student progress:
- Every term students will complete an extended writing task, which will be marked with feedback for students to respond to.

Listening

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

Speaking

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Reading

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE
- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally
- Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Writing

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

Books/Resources/Web Page References

- <http://www.memrise.com>
- <http://www.bbc.co.uk/bitesize/>
- <http://www.kerboodle.com>
- <http://www.conjuguemos.com>

Activities and Visits

- Trip to Murcia.

Student View

“I absolutely love studying Spanish at GCSE. The activities are interactive and fun but we still learn so much. Listening to songs in Spanish is one of my favourites!”

“I thoroughly enjoy my Spanish classes. I learn something new every single lesson and I am starting to become really confident, particularly in my writing.”



COX
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SCHOOL