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# Curriculum policy

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Policy reviewed by Headteacher October 2019

Signed

Rob Higgins  
Headteacher

THE BLUE COAT SCHOOL  
Egerton Street, Oldham. OL1 3SQ

## Blue Coat Curriculum Policy 2019-20

We want all our young people to become everything that they can be, and everything that they are meant to be. The Blue Coat curriculum is designed to ensure all students can fully realise their potential and be happy well-rounded members of society.

### The principles that underpin our curriculum design Year 7 – Year 13

**Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said and created.

**Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.

**Rich** – so that all children and young people can widen their horizons develop creativity, life experiences, and increase cultural capital.

**Interconnected** – so that our pupils are able to see links and connections within and across learning can synthesize new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.

**Progressive** – learning builds on prior experience, gradually deepening understanding and mastery.

**Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go.

### Principles for Learning

At Blue Coat we are committed to:

1. **High quality learning time**, where young people are given time to master and apply key disciplinary concepts and nurture friendships.
2. **The development of metacognition** so that young people learn how to learn and grow in self-motivation and self-management.
3. **Social Development and Fellowship** - so that our young people look forward to coming to school, because there are so many things to be involved in, so many new things to experience and their social and emotional needs are met, in community with others.
4. **Spirituality** – so that our young people develop imagination, creativity and insight; are able to reflect on their learning, their experiences, and their lives; can find deeper meaning, a sense of purpose, and an inner peace.

### Curriculum Structures

- We run a two-week timetable – P week and Q week
- The Blue Coat School day comprises of five, one-hour lessons with the exception of Q Wednesday which comprises of four, one-hour lessons
- The curriculum for Personal, Social and Health & Careers Education is taught through Wellbeing by form tutors. All students Year 7-13 study Wellbeing for one period per fortnight on P Monday P5.

## Grouping policy

In all lessons, across all key stages, teachers plan their lessons to meet the needs of all students in the class.

### Year 7 and Year 8

- In the EBacc subjects, RS and PE students are 'intelligently grouped' broadly in line with their ability.
- In the creative subjects e.g. Art, Drama, Citizenship, Textiles, Computing, Design Technology and Music students are in mixed ability groups.

### Year 9, Year 10 and Year 11

- Students are 'intelligently grouped' broadly in line with their ability in English, maths, science, RS and languages. All other groups are mixed ability.
- In exceptional cases, and where it is clearly in the best interests of the individual student, we fund places on vocational courses with other providers.

### 6th Form

- In the Sixth Form where there are multiple groups in English and Maths, intelligent grouping systems are used. Otherwise all A-level groups are of mixed ability, based on all students having achieved the entry requirements to enter the sixth form.

## Wellbeing

The aim of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community. The curriculum is pro-active in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject must also be proactive and dynamic; constantly evolving to ensure that it meets the specific needs of the individuals and groups of students within a given year group. Through research, discussion and debate students explore the issues that challenge them on a daily basis and take the opportunity to reflect and make sustained change that will benefit their own development and that of the wider community. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

As well as providing a curriculum that meets the individual needs of each year group and our context, wellbeing also ensures quality provision across key areas in line with the statutory framework for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020) Framework:

1. Families
2. Respectful Relationships
3. Healthy Living
4. Mental Wellbeing
5. Online and Media
6. Intimate and Sexual Relationships
7. Drugs, Alcohol and Tobacco
8. Changing Adolescent Body
9. Careers Information Advice and Guidance (CIAG)
10. Financial Education

For the Wellbeing course content please see [Appendix 1](#).

## Religious Studies

Religious Studies is a central part of the core curriculum for all students Year 7 –Year 13.

As a Church of England School, we follow the Diocesan guidelines for Religious Studies. Our aim is to affirm, encourage, and challenge students on their own spiritual journey. Our lessons are grounded in Christianity, and students also learn about the major world faiths and religious customs/traditions. We study the life of Jesus and examine the significance of his incarnation and resurrection, and the theology behind his miracles and parables.

Students study other faiths to a level which enables them to understand similarities and differences between faiths, developing tolerance in a religiously plural society. Religious Studies provokes challenging questions about the meaning and purpose of life, and beliefs about God, and students are encouraged to be inquisitive and consider the big questions.

All students complete the RS GCSE (AQA) at Key Stage 4.

Religious Studies is available to all students in the sixth form through study of an A level in Philosophy, Religion and Ethics; the religion aspect studied is Christianity. In addition, we recognise and value our responsibility to develop religious understanding and ethical debate in all our sixth form students. We provide 3 Philosophy and Religious Education sessions for all sixth form students through the wellbeing provision, this is organised and facilitated jointly via the Religious Studies department, the Chaplaincy, and the Sixth Form Team.

## Social, Moral, Spiritual and Cultural Development

All curriculum areas have a contribution to make to a student's SMSC development. It runs as a thread through all departmental schemes of learning. The curriculum is more than the sum of cognitive development in lessons. In addition, young people learn and develop through:

### Worship and Reflection

Blue Coat is a Church of England School. Our commitment is to nurture Christian children in our faith, support children of other faiths in theirs, and challenge those of no faith. We do this through worship and reflection, and the opportunities the school provides (and young people themselves create) to put their faith into action through moral and socially responsible behaviour, supporting charities and stewardship of the world that has been entrusted to us.

All students attend two acts of collective worship per week, which are led by the Chaplain/ Senior Staff/Directors of Learning, and take part, in their form groups, in a school programme of reflection on moral and spiritual themes.

All students take part in collective Eucharistic worship, following the Anglican liturgy during Advent and Lent and celebrate these important seasons of the Christian year, with a focus on our neighbour, and doing some good. Everyone attends a Church service as part of the school community at Christmas and Easter, and to celebrate our Founder's Day. There is also a service of thanksgiving at the end of the school year.

The school is Christian, and the worship and reflection themes are drawn from the Bible. Every effort is made to include and welcome young people of other faiths and those of no faith, so that all can benefit and grow in moral and spiritual understanding in a context of fellowship, trust and mutual respect.

### Extra-Curricular Activities

Extra-curricular provision is that which happens outside the classroom to support young people's social development and engagement, learning and happiness in school. Blue Coat offers extra-curricular opportunities through

- Subject departments - Clubs and societies/Curriculum related trips and visits. (For further details see the school's Charging Policy).

### The Pastoral System

Form Tutors, Directors of Learning, Learning Mentors and Pastoral Support staff all combine to provide opportunities for young people to develop socially and form lasting friendships.

## The House System

Blue Coat has a thriving House System. All students join a House when they come to the school:

- Birley Hall
- Lord Mothersill
- Rountree Wrigley

The Blue Coat School is based on the ethos of 'Faith, Vision and Nurture'. Nurturing young people transcends the classroom, and the House system is an integral feature of Blue Coat provision for young people. Our aim is to enhance their educational experience by offering opportunities to develop, not only as students, but as young people who are equipped socially, morally and culturally for the ever-changing world beyond the school gates.

The House system allows pupils to fully immerse themselves in the community that is Blue Coat. This can take the form of assisting with the transition of our year 7's, where pupils develop team work and communication with students from older years, to create a vertical support network for our youngest pupils from the word go. This builds a sense of belonging and provides stepping stones for students to experience leadership and responsibility.

House and SMSC activities for 2019-20 include

- European week of languages
- The Blue Coat Bake Off/ Ready Steady Cook
- International Literacy competition in English lessons.
- National Poetry day (launched in form time)
- The Big Draw Art Festival.
- Cultural Diversity week
- Swimming Gala
- The Blue Coat Fashion Show
- The Blue Coat Talent Show
- The Blue Coat Race for Life
- Junior sports day
- Year group House competitions throughout the year.

## The Year 7 and Year 8 Foundation Skills Curriculum

Pupils in Year 7 and Year 8 follow a common curriculum which builds on learning in Key Stage 2 and introduces pupils to new subject disciplines and new levels of understanding.

## Outline of the Year 7 and Year 8 Foundation Skills Curriculum

What subjects do students study and how many hours of learning do they have each fortnight?

	Year 7		Year 8
	Learning hours per fortnight		Learning hours per fortnight
English	6 (including one library lesson)		5
Maths	6		6
Science	6		6
RS	3		3
French	5 (term 1)	3 (term 2 and 3)	3
German	0 (term 1)	2 (term 2 and 3)	3
Geography	3		3
History	3		3
PE	4		4
Art	2		2
Drama	1		2
Music	2		2
Design Technology	2		2
Food	1		1
Computing	2		2
Wellbeing	1		1
Citizenship	1		1
Academic Transition Skills	1		
Accelerated Reader	1		

## Central aspects of the Foundation Skills Curriculum

### Literacy and the Powerwrite

Developing students' literacy, including their ability to write extended pieces of work, is central to the Year 7 and Year 8 Foundation Skills Curriculum. We have adapted Ros Wilson's Big Write approach to develop and scaffold students' extended writing. The principles of Powerwrite are embedded across all curriculum areas.

All Year 7 and Year 8 students take part in the Accelerated Reader to develop their reading skills and enjoyment of reading. In addition, all Year 7s have a Year 12 paired reader with whom they read once a fortnight.

### Homework independent learning and curiosity

The setting of effective homework is central to ensuring good progress. Quality homework is set in all subjects (excluding wellbeing). All subjects identify key homework pieces for every half term. They are differentiated to ensure they are sufficiently challenging for all students. All homeworks are set on the VLE (Bloodle).

All departments have extension homework in the form of curiosity sheets. Students can use these suggested activities to further their curiosity and accelerate progress. These are published on the VLE.

### The importance of pre-feedback self-reflection, feedback and making it better

Effective feedback is central to student progress. Students receive regular feedback in all subjects. Students should be given time to reflect on their work before submitting for feedback in Find Fault and Fix Time - FFF. All teacher feedback will include clear action points on how to develop their work. All students will be given lesson time post feedback to improve their work and respond to their action points. This is Making It Better Time - MIB.

## Project Based Learning (PBL)

On entering year 7 a number of students are selected for an accelerated literacy pathway (PBL). Students are selected for PBL based upon their chronological reading age, or end of key stage 2 outcomes. The aim of this pathway is to close existing gaps and support students to manage the increasing literacy demands they will meet at Key Stages 3 and 4.

Students on the PBL pathway will study one language in year 7 and year 8 rather than two. Students on this pathway will have over 50 hours of language study more than those on the traditional pathway by the end of year 8 and are therefore not at a disadvantage when taking their GCSEs.

*For full overview of the content of the Y7 and Y8 Foundation Skills curriculum – See Appendix 2*

## The KS4 Curriculum

### KS4 options

Blue Coat students design their KS4 curriculum in the spring term of Y8 by submitting options preferences. All students receive support and guidance when making their KS4 curriculum decisions from their form tutor.

The majority of students will continue with a broad curriculum which includes both a language and at least one humanities subject. Students who need a more personalised KS4 curriculum receive guidance from the Assistant Headteacher responsible for Achievement for All.

There is a breadth of options choices to meet the needs of all students, catering to all abilities, talents and interests.

Students begin studying their KS4 curriculum in the September of Year 9. Term 1 is a foundation term focused on developing students' skills to ensure they are GCSE ready. In January students begin their GCSE courses.

### Outline of the Year 9 Curriculum

What subjects do students study and how many hours of learning do they have each fortnight?

	Year 9 Learning hours per fortnight
English	7
Maths	7
Science	9
RS	4
Core PE	4
Wellbeing	1
Option 1	4
Option 2	4
Option 3	4
Option 4	4
Duke of Edinburgh	1

### Duke of Edinburgh

All Year 9 students work to achieve the Duke of Edinburgh Bronze Award. Large numbers of students then go on to complete their Silver Award (Year 10) and Gold Award (Year 13) as an extra-curricular activity. The Blue Coat School is the largest Duke of Edinburgh provider in the North West.

The Duke of Edinburgh Award is one of the main ways in which we help young people to develop skills for life and work, fulfil their potential, and become a good and responsible citizen, and leader in our society. It involves developing a skill, which builds commitment and confidence; volunteering, and making a positive difference to the lives of others; and planning for and undertaking an expedition, which requires teamwork, listening and consideration, self-reliance, and some stoicism. On the way students also learn a range of very practical skills, including map skills, basic first aid, cooking and outdoor risk management.

The course is fully inclusive; appropriate adjustments are made so that all students can participate. It is very practical, offers a huge choice, and is fun! The award is highly regarded by both employers and universities.



## Outline of the Year 10 and Year 11 Curriculum

	Year 10 Learning hours per fortnight	Year 11 Learning hours per fortnight
English	9	6
Maths	8	7
Science (dual students)	9	9
RS	4	4
Core PE	2	2
Wellbeing	1	1
Option 1	4	5
Option 2	4	5
Option 3	4	5
Option 4	4	5

### Core PE Curriculum (non-examination)

The national curriculum for physical education aims to ensure that all students:

1. Develop competence to excel in a broad range of physical activities.
2. Are physically active for sustained periods of time.
3. Engage in competitive sports and activities.
4. Lead healthy, active lives.

A healthy body promotes a healthy mind, which is so important to students throughout their GCSE years. In core PE lessons we provide students with a variety of physical activities, often in sports that are new to them, for example trampolining, tag rugby and table tennis. Fitness is a compulsory unit of work for all students to promote the benefits of a healthy, active lifestyle. Ultimately, we want students to participate in sport and physical activity long after they have left school and core PE attempts to find something that students find enjoyable and challenging enough to want to do this.

### Triple Science

Each year up to 60 students are recommended for the Triple Science Pathway. This means they study for 3 science GCSEs instead of 2. Students recommended for this pathway have an adapted curriculum to give them 2 additional science lessons a fortnight in Year 10 and 3 additional science lessons a fortnight in Year 11.

In Year 10 triple science students have 2 fewer core PE lessons and they do not have an additional English lesson focused on developing literacy.

In Year 10 and Year 11 triple science students have 1 fewer core PE lessons and they do a reduced amount of Wellbeing. In Year 11, triple science students also do not have an additional Maths consolidation lesson.

Our triple scientists have regular Wellbeing immersion days to compensate for the reduction in curriculum time.

*For full course content, please see:*

- [Options Videos 2018-19 – on website](#)
- [KS4 Options booklet 2018-19 – on website](#)
- [Appendix 3](#)

## Key Stage 5 Curriculum 2019-20

All Blue Coat students can progress to Sixth Form if they meet the entry requirements.

### Conditions of Entry 2019-20:

- **Condition 1:** To guarantee a place at Blue Coat Sixth Form, all students must hold a minimum of 5 GCSE's at Grades 9 – 5, including a Grade 5 in Maths and English (Language or Literature).
- **Condition 2:** In addition, students must achieve at least a **Grade 6** in the subjects that they wish to study in order to guarantee a place on their chosen courses. An equivalent subject with a similar skill set will be taken into account as an alternative measure in the case of an A-Level course that is not a part of the standard GCSE curriculum.
- **Condition 3:** For the specific subject combination of more than one Science studied together (e.g. Biology with Chemistry or Biology, Chemistry, Physics etc), students must also achieve a **Grade 6** in Maths in order to guarantee their chosen study programme.

### KS5 Timetable:

All Year 12/13 students receive 9 timetabled subject lessons per A level subject. In addition, all Sixth Form students have a timetabled Lecture once every fortnight, Sixth Form students also participate in the school's fortnightly well-being provision. In Year 12 students have an additional 3 timetabled ILC session/subject/fortnight (see below)

### Subject Choice 2019/20:

The policy for 2018-19 is that all Year 12 students follow a 2-year fully linear A Level programme of study, and will be entered for A-Level examinations in May-June of Year 13 (2020).

Year 12 students chose three 2-year Linear A levels from the list below:

*Applied Science	Art	Biology	Business Studies
Chemistry	Computer Science	Drama & Theatre Studies	Economics
English Language	English Literature	French (2-Year Linear)	Geography
German (2-Year Linear)	*Health & Social Care	History	Maths
Further Mathematics (2-Year Linear)	Media Studies	Music (2-Year Linear)	**Physical Education
Photography	Physics (2-Year Linear)	Politics	Product Design
Psychology	Religion, Philosophy & Ethics	Sociology	Textiles

*\*Applied A Level. / \*\* L3 Cambridge Technical*

### Year 12 Futures Pathway 2019/20

Alongside their 3 chosen A-Levels **all** Year 12 students choose an option from the '**Futures Pathway**'. All 3 options result in external examination and certification at the end of Year 12 (2020).

#### Options

- Option 1: Pre-University Global Perspectives Short Course (Band 2 UCAS tariff)
- Option 2: Core Maths (Band 2 UCAS tariff)
- Option 3: A Fourth Subject (AS Further Maths; AS Physics; AS French or German; AS Music).

### Year 12 Independent Study Sessions

All Year 12 students have 3 additional timetabled study support sessions per subject/fortnight. These sessions are supervised and timetabled and take place in the dedicated **Independent Learning Recourse Centre (ILC)**. All subjects provide additional specification extension material which student's access via the school's virtual learning platform – BLOODLE. The subject work carried out during these session is designed to support a synoptic approach to learning

across the 2 year linear programme of study and to encourage students to develop independent learning skills such as research, referencing and analysis.

### Year 13 2019/20

All Year 13 students are in their second year of a 2-year linear A Level programme of study, and will be entered for A-Level examinations in May-June of Year 13 (2019). Students in Year 13 also have the opportunity to take an EPQ, which helps ensure breadth in their curriculum.

### Year 13 Subjects 2019/20:


*Applied Science	Art	Biology	Business Studies
Chemistry	Computer Science	Drama & Theatre Studies	Economics
English Language	English Literature	French	Geography
German	*Health & Social Care	History	Mathematics
Further Mathematics (2-Year Linear)	Media Studies	Music	Photography
*Physical Education	Physics	Politics	Product Design
Psychology	Philosophy & Ethics (Religious Studies)	Sociology	Textiles

*\*Applied A Level.*

*See Sixth Form Subject Summaries (School Website/Sixth Form) for individual course information*

# Appendix 1

## Wellbeing Curriculum Content

 <b>The Blue Coat School</b> Faith Vision Nurture									
<b>Wellbeing (PSHRE) KS3-4 Overview 2019-20</b>									
Year	Online and Media	Drugs & Alcohol	Financial Education	Sex and Relationships	Healthy Living	Careers Education, Information, Advice and Guidance	Changing Adolescent Body	Respectful Relationships	Mental Wellbeing
7	Term 1 - 2 lessons		Term 2 - 2 lessons		Term 2 - 4 lessons	Form Time Fortnightly	Term 2 - 1 lesson	Term 1 - 2 lessons	Term 3 - 3 lessons
8	Term 1 - 3 lessons	Term 3 - 3 lessons	Term 2 - 1 lesson	Term 3 - 2 lessons	Term 2 - 3 lessons	Term 2 - 2 lessons Form Time Fortnightly		Term 1 - 2 lessons	Terms 1 & 2 - 2 lessons
9	Term 3 - 3 Lessons	Term 2 - 4 Lessons	Term 3 - 1 Lesson	Term 1 - 4 Lessons		Form Time Fortnightly		Term 3 - 2 Lessons	Term 1 - 2 Lessons
10	Term 1 - 2 lessons			Term 1 - 3 lessons	Term 2 - 1 lesson	Term 2 - 4 lessons		Term 1 - 2 lessons	Term 2 & 3 - 7 Lessons
11		Term 4 - 2 lessons		Term 3 - 2 lessons		Term 1 - 6 lessons Term 3 - 1 lesson			

## Wellbeing Curriculum Additional Content

For Key Stage 3, additional year group specific topics include:

- The Leadership Award, Junior Leadership application process, the Options process and study skills.

For Key Stage 4, additional year group specific topics will include:

- The core Mental Toughness programme, which will take up additional lesson quota for Year 10 SoW. Students will learn about the 4Cs model of control, commitment, challenge and confidence.
- For Year 11, Study skills and Revision strategies including mental wellbeing during revision, since these are the priorities for Year 11 students from student voice research.

**(For further detail re Sex and Relationships Education, please see School Policy).**

## Appendix 2

### Curriculum Content – Year 7 and Year 8 Foundation Skills

#### Mathematics Year 7 and Year 8

The aims of the Year 7 and Year 8 curriculum are to ensure that all students become fluent in the foundations of mathematics, be able to reason mathematically and be able to solve problems by applying their mathematics to both routine and non-routine problems. Problem solving is an important aspect throughout the entire KS3 mathematics curriculum.

By the end of year 7, we want our students to be confident with their number facts and the four operations; fluently recall their times tables and apply them in problems. We want our students to learn new concepts without having difficulties with basic number facts. Our students will understand the concepts and vocabulary of the number system including the basis of number theory (prime numbers, factors, multiples, lowest common multiples, highest common factors) and index notation and associated manipulation (powers and roots). Students will understand negative numbers and how to order, add, subtract, multiply and divide based on a firm understanding of their manipulation. Any misconceptions regarding negative numbers are carefully exposed and students' understanding is deepened and strengthened so that any future work involving negative numbers is not hindered by any conceptual understanding. (Number 1). The number work also includes working with fractions, decimals and percentages; applying the four operations and conversion between them. (Number 2). Our students will learn about ratio and proportion and begin to understand the concepts of proportional reasoning. We want our students to use ratio notation, divide a given quantity into two parts and express the division of a quantity into two parts as a ratio. Our students will be able to relate the language of ratios and the associated calculations to the arithmetic of fractions. We want our students to understand, use and apply the concepts of two quantities varying in direct proportion to each other, and deepen their understanding of this using concrete, pictorial and abstract approaches. Bar modelling is an integral modelling and mastery tool that students will be exposed to aid their understanding of ratio and proportion. (Number 3). Students' understanding of algebra will be strengthened in year 7. We want our students to build up a strong skill set in the manipulation of algebra for future years, understanding the importance of generalisation and model situations or procedures by translating them into algebraic expressions or formulae. The basis of algebraic manipulation will be explored, together with work on expressions, identities and formulae (Algebra 1); using algebraic methods to solve linear equations in one variable (Algebra 2); the study of graph work, recognising, sketching and accurately drawing the graphs of linear functions of one variable in the Cartesian plane; and understanding sequences, linear and non-linear, including generating and generalising in its  $n$ th term. (Algebra 3). The interconnectedness within the elements of algebra will be explored so that the students' understanding will be based on the wholeness of the subject, rather than treating it as isolated and distinct parts. Students will be introduced to data and data representations in year 7 via the cycle of collecting, presenting and analysing data; looking at graphical representations involving discrete and continuous data, and analysis involving measures of central tendency and spread. (Data 1). Students will be able to understand and find the perimeter and area of shapes (including triangles, parallelograms, trapezia, circles and compound shapes) and the volume of solids (including cubes, cuboids, other prisms). We want our students to have a firm understanding and use of the vocabulary of measures, knowing related properties (such as faces, surfaces, edges, vertices). (Shape, Space and Measures 1)

By the end of year 8, our students' understanding of number and algebra will have been strengthened and deepened, building on the solid foundations of the first year of the curriculum plan and where appropriate, any gaps in their understanding have been filled. Further developments include

- introducing standard form, rounding numbers and measures to an appropriate degree of accuracy (decimal places and significant figures), the concept of error intervals where approximation through rounding results in possible errors which can be expressed using inequality notation, fractional and negative indices. (Number 1).

- working with recurring decimals, interpreting percentages and percentage changes as a fraction or a decimal, interpreting these multiplicatively and investigating multipliers (such as geometrical models like compound interest). (Number 2)
- looking at direct and inverse proportion, generalising it algebraically and developing their proportional reasoning (Number 3)
- manipulating binomials including the expansion of products of two or more binomials, factorisation of algebraic expressions including simple factorisation of quadratic expressions, rearranging more complex algebraic formulae (Algebra 1).
- introducing simple simultaneous linear equations, solving simple quadratic equations, introducing inequalities and their representation both algebraically and graphically. (Algebra 2)
- reducing a given linear equation in two variables to its standard form; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically, recognising parallel lines and perpendicular lines; investigate more complex sequences, such as non-linear sequences (simple quadratic sequences, simple geometric sequences, Fibonacci sequences). (Algebra 3)
- more strengthening of perimeter, area and volume (Shape, Space and Measures 1)
- geometrical properties of angles will be introduced; the relationship between parallel lines and alternate and corresponding angles, deriving and using the sum of angles in polygons; apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. (Shape, Space and Measure 2)
- properties of quadrilaterals will be investigated, leading onto the constructions of triangles, and other basic constructions using a protractor or a pair of compasses. This introduces the idea of loci. (Shape, Space and Measure 3).
- understand and use Pythagoras' Theorem in right angled triangles to solve problems. (Shape, Space and Measure 3)
- recording, describing and analysing the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language of probability and the 0-1 probability scale; understand that the probabilities of all possible outcomes sum to 1; introduction of sample space diagrams and set theory including Venn diagrams, to help calculate theoretical probabilities. (Data 2).

## English

English in Year 7, Year 8 and Year 9 aims to ensure all students can:

1. Read, understand and respond to texts maintaining a critical style and developing an informed personal response.
2. Use textual references, including quotations, to support and illustrate interpretations.
3. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
4. Show understanding of the relationships between texts and the contexts in which they were written.
5. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
6. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Year 7 course content includes:

- A novel study
- A thematic approach to Shakespeare (A Midsummer Night's Dream with a focus on 'Magic and the Supernatural')

- Fiction based reading and writing
- Poetry (with a focus on the theme of 'Childhood and Identity')

Year 8 course content includes:

- A novel study
- A thematic approach to Shakespeare (Twelfth Night with a focus on 'Love and Relationships')
- Fiction based reading and writing
- Poetry (with a focus on the theme of 'War in Our Time')

## Science

Student study all 3 sciences as distinct disciplines. The topics covered are:

Year 7

### Biology

- Cells
- Structure and Function of Body Systems
- Reproduction

### Chemistry

- Particles
- Elements, Atoms and Compounds
- Simple Chemical Reactions

### Physics

- Forces
- Sound
- Space

Year 8

### Biology

- Health and Lifestyle
- Ecosystem Processes

### Chemistry

- Periodic Table
- Separation Techniques
- Acids and Alkalis

### Physics

- Electricity and Magnetism
- Energy
- Motion and Pressure

## Religious Studies

All students study RS in Year 7 and Year 8 and they have 3 lessons per fortnight. The Diocesan guidelines for Religious Studies are followed with an aim to affirm, encourage, and challenge students on their own spiritual

journey. Lessons are grounded in Christianity, and students also learn about the major world faiths and consider similarities and differences.

The curriculum is centred on 'big questions' which develop the skills of explanation, evaluation and justification which are required in the GCSE. Units of study are:

#### Year 7

- Why Study RS?
- Did God create the world?
- Is Jesus relevant today?
- What's it like to be a Muslim?
- Is there life after death?

#### Year 8

- Is Buddhism a religion?
- What if God was one of us? An in-depth study of the incarnation
- Why did Jesus have to die? An in-depth study of the crucifixion and resurrection
- What's it like to be a Hindu?

#### French

Most students study French in Y7 and Y8; they have 5 lessons a fortnight in term 1 of Year 7 and 3 lessons a fortnight after this. The Y7/8 skills curriculum has the same format as our Edexcel GCSE specification. Students will explore key content (listed below) whilst developing the following language skills: -

- To be able to demonstrate understanding of written French from various sources
- To be able to demonstrate understanding of spoken French from various sources
- To be able to write French from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to speak French from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to translate from French into English and from English into French about familiar topics
- To be able to understand grammar rules and apply them in the language

#### Year 7

- Cognates, phonics, alphabet, greetings
- Numbers, ages, birthdays
- Classroom items
- Family
- Hobbies and interests
- School
- Weather

#### German

Most students study German in Year 7 and Year 8; they start in January of Year 7 and have 2 lessons a fortnight after this. The Year 7/8 skills curriculum has the same format as our Edexcel GCSE specification. Students on the PBL pathway have 5 lessons of German per fortnight.

Students will explore key content (listed below) whilst developing the following language skills: -

- To be able to demonstrate understanding of written German from various sources
- To be able to demonstrate understanding of spoken German from various sources
- To be able to write German from memory in understandable sentences, giving opinions and connecting up ideas



- To be able to speak German from memory in understandable sentences, giving opinions and connecting up ideas
- To be able to translate from German into English and from English into German about familiar topics
- To be able to understand grammar rules and apply them in the language

#### Year 7

- Personal information, family
- Classroom items and instructions, what you have & need in your bag
- School, opinions & time

#### Year 8

- School
- Hobbies and interests
- Technology
- Festivals and traditions
- Weather
- Home and area
- Pets and family
- Shopping

#### Year 8 PBL Pathway (5 lessons a fortnight)

- Personal information, family
- Classroom items and instructions, what you have & need in your bag
- School, opinions & time
- School day & time
- Hobbies, opinions & what you will be doing next weekend
- Describing your area
- Describing your house
- Past tense holidays
- Food and drink
- how to tackle translations, ideas and strategies for learning vocabulary and reading assessment techniques

#### Geography

All students study geography in Year 7 and Year 8 and they all have 3 lessons per fortnight. The Year 7/8 skills curriculum has the same format as the AQA GCSE specification. Students explore key content (listed below) whilst developing the following Geographical skills: -

- To develop contextual knowledge of the location of globally significant places.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To be able to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- To be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Year 7

- Fantastic and impossible places
- Map skills
- Weather and climate
- Geographic skills (including fieldwork and atlas skills)
- Plastic oceans

## Year 8

- Coasts – fieldwork
- Island life (Hurricanes, plate tectonics, tourism, climate, migration)
- Cities- living on the edge
- Fracking for gas (energy issues)
- Managing resources (water)
- Geography in the news

## History

All students study history in Year 7 and Year 8 and they all have 3 lessons per fortnight. The Year 7/8 skills curriculum has the same format as our Edexcel GCSE specification in terms of assessment. Students will explore key content (listed below) whilst developing the following historical skills: -

- To be able to demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- To be able to explain and analyse historical events and periods studied using historical concepts.
- To be able to analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- To be able to analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## Year 7

- 1066: Why did William of Normandy win the Battle of Hastings?
- Medieval England: How did William keep control of Norman England?
- Medieval England: Who controlled medieval England?
- Why Did Henry VIII break from Rome?
- How did religious turmoil impact on England during the 16<sup>th</sup> and 17<sup>th</sup> centuries?

## Year 8

- Why was Oldham the center of the world?
- How and why did Britain become more democratic?
- Why did war break out in 1914?
- What happened to Private Jimmy Smith?
- How did World War One cause World War Two?
- What was the impact of World War Two on civilians?

## Physical Education

All students follow a core PE curriculum in Year 7 and Year 8. The KS3 programme of study allows pupils to experience a rich and varied curriculum, giving them the perfect stepping stone into sport. Students are assessed against National Curriculum levels in the following activities: -

- Volleyball

- Basketball
- Football
- Netball
- Gymnastics
- Rugby
- Fitness
- Trampolining
- Dance
- Handball
- Badminton
- Athletics
- Handball
- Hockey
- Table Tennis
- Rounders
- Softball

## Art

Students develop the following key skills:

- Knowledge
- Experimenting
- Observing
- Making

Topics covered in Art: -

### Year 7

- Self-Image /Portrait – drawing and painting
- Building and structures – 3D construction / sculpture
- Science in Art

### Year 8

- Fantastic creatures – working with clay
- Cultural projects
- Natural Forms – insects

## Drama

The Year 7/8 skills curriculum has the same format as our GCSE specification. Students will address and be assessed on the following 4 key areas in preparation for their continuing curriculum programme: group skills, key skills, acting skills and responding skills.

### Year 7

- Drama is Serious Fun- the basic understanding of skills required to create Drama. Including introduction to PEAT PIGES, PROGRESS WINNER and of course importance of cooperation and developing group, team and the creation of a safe and secure learning environment. Themes explored in this unit of work are - refugees, asylum seekers, bullying and role play... TIR, SIR, WIR

- A Christmas Carol- Looking at more abstract forms of Drama Physical theatre, mime, morphing, body as a prop, sculpting, creating Atmosphere and tension- introduction of tension. Themes include, poverty, Victorian era, and staging.
- A Midsummer Night's Dream - Shakespeare unit the use of comedy in Theatre. Shakespeare's language (and use of) responding to professional performances, to understand off text improvisation. creation of magic and fantasy on stage, the understanding of character relationships and realisation of text in performance in particular- comic timing.
- Silent movies
- Roald Dahl,

## Year 8

- Myths and legends/ The Woman in Black - Meta theatre, urban legends, storytelling, creating atmosphere and tension - the role of the director, stage configuration, proxemics, ARTAUD AND SURREALISM creating a gothic horror piece to build tension and atmosphere, working as an ensemble
- Noughts and Crosses - Themes of Racism based on the Book/play adaptation by Mallorie Blackman. Marking the moment, stylised theatre, flash back and flash forward, structure, page to stage realisation and cross cutting.
- Macbeth - Shakespeare unit - the language of theatre - Shakespeare, atmosphere, realisation in performance, tragedy.
- Commedia Dell' Arte
- Memory of Lizzie
- Mime

## Music

All students study Music in Year 7 and Year 8 and they all have 2 lessons per fortnight. The Year 7/8 curriculum has the same format as our AQA GCSE specification. Students will explore key content (listed below) whilst developing the following historical skills: -

- To be able to demonstrate knowledge and understanding of the key features and characteristics of the genres studied.
- To be able to explain and analyse musical pieces studied using key terminology
- To be able to perform, compose and appraise in a variety of styles and genres
- To build on practical skills learned

## Year 7

- Form and Structure – Students will learn about different scales and structures in music, both in a performing and composing capacity
- Music and Space – Pupils will use classroom instruments to experiment with sounds to depict a space scene and a planet soundscape.
- Instruments of the Orchestra – Students will explore the structure of a modern day orchestra, whilst learning to perform one of the most well-known pieces of classical music – Beethoven's 9<sup>th</sup> Symphony.
- Form and Structure – Students will learn about different scales and structures in music, both in a performing and composing capacity.
- Gamelan – The art of ensemble performance will be tested during this topic, whilst learning about the ancient form of Indonesian Gamelan.
- The Blues – Pupils will be transported to America, studying famous Blues performers and analysing the structure of the '12 Bar Blues.

## Year 8

- Minimalism – Musical layers and motifs will be used to develop compositions based on Mike Oldfield's Tubular Bells.
- Film Music and Atmosphere – Pupils will study the history of film music from the early silent movies to modern day blockbusters. They will test their compositional skills in the 'Woman in Black' project.
- Music of the Caribbean – Students will study Calypso, Mento, Ska, Rock Steady and Reggae through performance and researching the legendary musician, Bob Marley.
- Impressionism
- Music from the Musicals – From Sondheim to Lloyd Webber, students will look at key moments in musical theatre history to understand how music is vital to the success of stage acting.

## Technology

Students complete a range of design and make projects that develop key skills in designing, making and independent working across material areas of woods, metals and plastics. They develop the ability to: -

- Work safely within a workshop environment assessing risks.
- Identifying and selecting materials and processes to manufacture their work.
- Follow design problems and design briefs to produce creative solutions to set tasks.
- Learn and develop a range of practical skills to manufacture designed products.

## Year 7

- Pencil topper
- Braham puzzle
- Plastic award
- Electronic toy
- Key ring

## Year 8

- Mobile phone holder
- Alessi clock project
- Electronic torch project
- Coat hook project
- End of Year summative test

## ICT / Computing

In Year 7 students will learn the basics of using the school network, how to stay safe online and an introduction to coding. In Year 8 the focus moves to learning how to code. Students will learn the basics of programming using Python, making webpages using HTML and creating images using Photoshop.

## Year 7

- Introduction to the school network including standard conventions about creating files and folders, including the correct use of email and the school Virtual Learning Environment, (Bloodle).
- How to stay safe online and general Internet safety techniques.
- Word processing skills.
- Basic hardware and software.
- Algorithms and flowcharts.
- Introduction to coding using BBC Micro Bits

- Spreadsheet modelling

## Year 8

- Introduction to coding using Python. Students will ultimately use 'chat bots' they have written to generate quizzes.
- Manipulating and creating images using Photoshop. Layers help to build up an image.
- Writing and developing simple webpages using HTML. Students aim to create a simple website with functioning hyperlinks and multi-media on a topic of their choice.

## Citizenship

The Year 7 and Year 8 curriculum promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Lessons develop students as active British citizens engaging them in local democracy, charity work and community leadership. In citizenship lessons students will also explore the use of restorative practices both within our school and in wider society.

## Year 7

- Democracy in Britain – what does it mean to be a citizen?
- Law and liberty – why should I respect the law?
- Mutual respect and tolerance – do we have freedom of speech?
- How do British values compare to the rest of the world?
- Global Issues

## Year 8

- Active citizenship - how to be an active citizen
- British Monarchy and the Local Councils
- Pressure groups
- Understanding Britain's evolving relationship with the EU
- Crime and youth crime

## Academic Transition Skills

Year 7 pupils have 1 lesson a fortnight developing the skills and learning behaviours needed to prepare them for the increased challenge at Key Stage 3 and Key Stage 4. Due to the increased demand in the secondary curriculum all pupils develop these learning behaviours and skills through exploring the History of Medicine.

## Accelerated Reader

Year 7 pupils have 1 lesson a fortnight developing their literacy and love of reading. Pupils pick a book at his/her own level and reads it at his/her own pace. When finished pupils take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice. Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

## Appendix 3 – KS4 Curriculum

Full Key Stage 4 course information is available in the following places:

- 1) KS4 courses are outlined in full in our subject Options Videos – see link on website
- 2) KS4 Options Booklet – see link on website
- 3) KS4 course are outlined in full on Bloodle

Title of qualification	GCSE English Language and English Literature
Year 9 Overview	<ul style="list-style-type: none"> <li>• A novel study</li> <li>• A drama study</li> <li>• A thematic approach to Shakespeare (Othello, Richard III or As You Like It with a focus on the theme of 'Power and Corruption')</li> <li>• Non-fiction reading and writing tasks</li> <li>• GCSE Poetry Anthology Cluster – Power and Conflict</li> </ul>
Examination board & specification	AQA
Assessment	<p><b>English Language</b></p> <p>Paper 1: Explorations in Creative Reading and Writing (Fiction from the 20<sup>th</sup> or 21<sup>st</sup> century)</p> <p>Paper 2: Writers' Viewpoints and Perspectives (Literary non-fiction from the 19<sup>th</sup> and 20<sup>th</sup> or 21<sup>st</sup> century)</p> <p><b>English Literature</b></p> <p>Paper 1: Shakespeare and the Nineteenth Century Novel (Macbeth and A Christmas Carol or The Strange Case of Dr Jekyll and Mr Hyde)</p> <p>Paper 2: Modern Texts (An Inspector Calls) and Poetry (a cluster of poetry from the AQA Anthology (Power and Conflict) and unseen poetry)</p> <p><b>Non-examination Assessment: Spoken Language Endorsement</b></p> <p>Pupils will give a teacher assessed presentation on which they will answer questions. They will be graded Distinction, Merit, Pass or Fail. This does not count towards the GCSE examination.</p>
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p>In Year 10 and 11 we continue to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Read, understand and respond to texts maintaining a critical style and developing an informed personal response.</li> <li>• Use textual references, including quotations, to support and illustrate quotations.</li> <li>• Show understanding of the relationship between texts and the contexts in which they were written.</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>
Expectations of students who study this course	All pupils are expected to prepare for GCSE examinations in both English Language and English Literature. Pupils will benefit from reading a range of fiction and non-fiction independently throughout the course.
Head of Faculty	Mrs R Glover



Title of qualification	GCSE Mathematics
Year 9 Overview	<p>In Year 9 students extend their knowledge and understanding of mathematics from KS3 into the early start of the new GCSE specification (9-1).</p> <p>Topics include</p> <ul style="list-style-type: none"> <li>• Using multiplicative reasoning in problems</li> <li>• Advanced manipulation of algebra including rearranging the subject of a formula, using the quadratic formula</li> <li>• Application of Pythagoras' Theorem and the introduction to trigonometry on right angled triangles</li> <li>• Performing and describing transformations</li> </ul>
Examination board & specification	Edexcel (1MA1)
Assessment	<p>100% Examination, each examination will have a range of question types.</p> <p>Paper 1: No Calculator is allowed. (90 minutes)</p> <p>Paper 2: Calculator is allowed. (90 minutes)</p> <p>Paper 3: Calculator is allowed. (90 minutes)</p>
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p>You will study the following units over the GCSE:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio Proportion and Rates of change</li> <li>• Geometry and Measures</li> <li>• Probability</li> <li>• Statistics</li> </ul>
Expectations of students who study this course	<p>Students will be expected to work diligently in their maths lessons. They need to ensure that they bring all their mathematical equipment, including a calculator. They are to expect to be given homework pieces, most of which will be short tasks which need to be completed for their next lesson. Of course, there will be longer pieces of homework as well, where the deadline is longer. Students will be expected to seek help when they are experiencing difficulties. Attending drop in at lunchtimes on Mondays, Wednesdays and Fridays is offered to all students; students can seek further help there or do their homework. In addition, there are online support math's packages such as <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> and <a href="http://www.pearsonactivelearn.co.uk">www.pearsonactivelearn.co.uk</a> where more help and support can be found. In summary, students need to be organized, work hard and seek help as soon as they feel they are struggling with the work. In that way, the maths department can help and act immediately to help all students.</p>
Head of Faculty	Miss A Blything

Title of qualification	Double GCSE Science
Year 9 Overview	<p>There is a transition curriculum for the first term where the following topics are covered.</p> <p><b>Biology</b> - Adaptations and Inheritance  <b>Chemistry</b> – Energy and rates  <b>Physics</b> – Light</p> <p>Students then progress on to GCSE topics.</p> <p><b>Biology</b> – Cells and Organisation  <b>Chemistry</b> - Atomic structure and the periodic table, The reactivity of metals  <b>Physics</b> - Energy and dissipation, Energy transfer by heating and Energy resources.</p>
Examination board & specification	AQA
Assessment	<p>Students will sit two exams in each subject (six exams in total). Each exam will be 1 1/4 hours. Students will be entered for Higher (levels 4-9) or Foundation (1-5). Students will receive two grades for their overall performance across all exams (e.g. 8-9). They will not receive individual grades for each subject. There is no coursework.</p>
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Organisation (part 2)</li> <li>• Plant Biology</li> <li>• Respiration</li> <li>• Infection and response</li> <li>• Ecosystems</li> <li>• Humans and the environment</li> <li>• Homeostasis</li> <li>• Inheritance</li> <li>• Evolution</li> </ul>

<p>Year 10 and 11 Overview</p>	<p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• Further atomic structure</li> <li>• Organic Chemistry</li> <li>• Chemistry of the Atmosphere</li> <li>• Energy in Reactions</li> <li>• Quantitative Chemistry</li> <li>• Structure and Bonding</li> <li>• Acids and electrolysis</li> <li>• Purity and formulations</li> <li>• Resources and potable water</li> <li>• Chemical Equilibrium</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• Electric circuits</li> <li>• Electricity at home</li> <li>• Particle model of matter</li> <li>• Atomic Structure</li> <li>• Forces</li> <li>• Forces and pressure</li> <li>• Light and Waves</li> <li>• Electromagnetism</li> <li>• Space</li> </ul>
<p>Additional information</p>	<p>Most students study double science. They still study Biology, Chemistry and Physics but the amount of content is less than for Triple Science. Double science students receive two GCSEs in Year 11. Double Science students are still able to study sciences at A level and indeed many go on to choose these.</p>
<p>Expectations of students who study this course</p>	<p>Students will be expected to develop a range of scientific skills covering Biology, Chemistry and Physics. There are mathematical aspects to the course, particularly in the Physics component. Students will be required to memorize equations for these.</p>
<p>Head of Faculty</p>	<p>Mrs C Oles</p>

## SCIENCE - TRIPLE

Title of qualification	GCSE Biology
Year 9 Overview	<ul style="list-style-type: none"> <li>• Cells (bridging unit)</li> <li>• Cells (GCSE Biology)</li> <li>• Organisation</li> </ul>
Examination board & specification	AQA
Assessment	Students will sit two exams. Each exam will be 1 3/4 hours. Students will be entered for Higher (levels 4-9) or Foundation (1-5). Students will receive one grade for their overall performance across both exams. There is no coursework.
Examination entry	Grade 9-1
Year 10 and 11 Overview	<b>Biology:</b> <ul style="list-style-type: none"> <li>• Organization (part 2)</li> <li>• Plant Biology</li> <li>• Respiration</li> <li>• Infection and response</li> <li>• Ecosystems</li> <li>• Humans and the environment</li> <li>• Homeostasis</li> <li>• Inheritance</li> <li>• Evolution</li> </ul>
Additional information	Each year 55-60 students are invited to take triple science. Students study Chemistry, Biology and Physics to a significant level of depth and challenge. These students received a separate GCSE in Chemistry, Biology and Physics. Students are given guidance and support in making this decision. If students make this guided choice their curriculum is adapted to give them 3 additional science lessons a fortnight. Students do a reduced amount of core PE.
Expectations of students who study this course	Students will be expected to develop effective independent learning skills to ensure that they are thoroughly up to date with the content of the specification. They should be comfortable with mathematics as this will be tested in 10% of the exam questions.
Head of Faculty	Mrs C Oles

## SCIENCE - TRIPLE

Title of qualification	GCSE Chemistry
Year 9 Overview	<ul style="list-style-type: none"> <li>• Energy and rates</li> <li>• Atomic structure and the periodic table</li> <li>• The reactivity of metals</li> </ul>
Examination board & specification	AQA
Assessment	Students will sit two exams. Each exam will be 1 3/4 hours. Students will be entered for Higher (levels 4-9) or Foundation (1-5). Students will receive one grade for their overall performance across both exams. There is no coursework.
Examination entry	Grade 9-1
Year 10 and 11 Overview	<ul style="list-style-type: none"> <li>• Further atomic structure</li> <li>• Organic Chemistry</li> <li>• Chemistry of the Atmosphere</li> <li>• Energy in Reactions</li> <li>• Structure and Bonding</li> <li>• Acids and electrolysis</li> <li>• Purity and formulations</li> <li>• Resources and potable water</li> <li>• Chemical Equilibrium</li> </ul>
Additional information	Each year 55-60 students elect to take triple science. Students study Chemistry, Biology and Physics to a significant level of depth and challenge. These students received a separate GCSE in Chemistry, Biology and Physics. Students are given guidance and support in making this decision. If students make this guided choice their curriculum is adapted to give them 3 additional science lessons a fortnight. Students do a reduced amount of core PE.
Expectations of students who study this course	Students will be expected to make effective links between all aspects of the course in order to gain a thorough understanding of Chemistry. 20% of exam questions will contain mathematical components so students should be comfortable tackling mathematical questions.
Head of Faculty	Mrs C Oles

## SCIENCE - TRIPLE

Title of qualification	GCSE Physics
Year 9 Overview	<ul style="list-style-type: none"> <li>• Light</li> <li>• Energy and dissipation</li> <li>• Energy transfer by heating</li> <li>• Energy resources</li> </ul>
Examination board & specification	AQA
Assessment	Students will sit two exams. Each exam will be 1 3/4 hours. Students will be entered for Higher (levels 4-9) or Foundation (1-5). Students will receive one grade for their overall performance across both exams. There is no coursework.
Examination entry	Grade 9-1
Year 10 and 11 Overview	<ul style="list-style-type: none"> <li>• Electric circuits</li> <li>• Electricity at home</li> <li>• Particle model of matter</li> <li>• Atomic Structure</li> <li>• Forces in balance</li> <li>• Forces and motion</li> <li>• Forces and pressure</li> <li>• Waves</li> <li>• Light</li> <li>• Electromagnetism</li> <li>• Space</li> </ul>
Additional information	Each year 55-60 students elect to take triple science. Students study Chemistry, Biology and Physics to a significant level of depth and challenge. These students received a separate GCSE in Chemistry, Biology and Physics. Students are given guidance and support in making this decision. If students make this guided choice their curriculum is adapted to give them 3 additional science lessons a fortnight. Students do a reduced amount of core PE.
Expectations of students who study this course	Students will be expected to commit a large number of equations to memory and should be mathematically confident as maths-based questions will form 30% of the final exam.
Head of Faculty	Mrs C Oles

## RELIGIOUS STUDIES

Title of qualification	GCSE Religious Studies A
Year 9 Overview	Where was God in the Holocaust? A transition unit in preparation for GCSE: This unit aims to develop an understanding of philosophical arguments for the existence of God, and an ability to evaluate to a high level as required by the GCSE.
Examination board & specification	AQA
Assessment	Paper 1: The study of religions: beliefs, teachings and practices Paper 2: Thematic Studies
Examination entry	Grade 9-1
Year 10 and 11 Overview	<ul style="list-style-type: none"> <li>• Christian Beliefs</li> <li>• Christian Practices</li> <li>• Islamic Beliefs</li> <li>• Islamic Practices</li> <li>• Theme B: Religion and life</li> <li>• Theme D: Religion, peace and conflict</li> <li>• Theme E: Religion, crime and punishment</li> <li>• Theme F: Religion, human rights and social justice</li> </ul>
Expectations of students who study this course	<p>To succeed students will need to show a high level of understanding of both Christianity and Islam and be able to apply religious teachings to a number of ethical issues.</p> <p>Students must show respect and tolerance of other beliefs, opinions and worldviews to their own.</p> <p>Students need to show high levels of literacy including understanding of key words, the ability to explain and develop an answer, and the ability to analyse and evaluate a statement.</p>
Head of Faculty	Mrs L Almond

## GEOGRAPHY

Title of qualification	GCSE Geography
Year 9 Overview	You will continue to build upon the skills needed for GCSE Geography through studying about earthquakes and tsunamis. The study of this topic will provide key content needed for the GCSE specification, as well as opportunities to develop a broader range of geographical skills. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	AQA
Assessment	100% Examination Paper 1: Living with the physical environment (35%) Paper 2: Challenges in the human environment (35%) Paper 3: Geographical applications (30%)
Examination entry	Grade 9-1
Year 10 and 11 Overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• The living world</li> <li>• Physical landscapes in the UK</li> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> <li>• Issue evaluation</li> <li>• Fieldwork</li> <li>• Geographical skills</li> </ul>
Fieldwork	Fieldwork will now be examined as part of the geographical applications paper. It is an exam. Pupils need to complete a human and a physical themed fieldwork to collect data.
Expectations of students who study this course	Students will need to commit to taking part in the fieldtrips at GCSE as collecting data for both physical and human sections is a statutory requirement of the course.
Head of Faculty	Mr N Venables



## HISTORY

Title of qualification	GCSE History
Year 9 Overview	You will continue to build upon the skills needed for GCSE History through a unit on Crime and Punishment. The study of this topic will provide key content for GCSE paper 1, as well as opportunities to develop a broader range of skills applicable to all 3 exam papers.
Examination board & specification	EDEXCEL History
Assessment	100% Examination Paper 1 (30%) Paper 2 (40%) Paper 3 (30%)
Examination entry	One Tier - Grades 9-1
Year 10 and 11 Overview	You will study four units over the 2 years: <ol style="list-style-type: none"> <li>1. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city</li> <li>2. Henry VIII and his ministers, 1509–40</li> <li>3. Superpower relations and the Cold War, 1941–91</li> <li>4. Weimar and Nazi Germany, 1918 - 39</li> </ol>
Additional information	There are course textbooks, one per topic directly from EDEXCEL approved publishers. In addition a number of revision guides and targeted work books have been published to support the course for a range of abilities.
Head of Faculty	Mrs L Blomley

## FRENCH

Title of qualification	GCSE French
Year 9 Overview	Revision of basic vocabulary from KS3 and of all key grammar points learned so far.
Examination board & specification	Edexcel (2016)
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> <li>• Reading: comprehension tasks &amp; translation from French into English (25%)</li> <li>• Listening: comprehension tasks (25%)</li> <li>• Speaking: role-play, discussion of photo card, conversation (25%)</li> <li>• Writing: writing tasks including translation from English into French (25%)</li> </ul>
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5  Students are entered at either Foundation or Higher Tier for all 4 examinations
Year 10 and 11 Overview	You will study five broad areas of content over the 2 years: <ol style="list-style-type: none"> <li>1. Identity &amp; culture</li> <li>2. Local area, holiday and travel</li> <li>3. Schools</li> <li>4. Future aspirations, study and work</li> <li>5. International and global dimension</li> </ol>
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.
Head of Faculty	Mrs A Knott

## GERMAN

Title of qualification	GCSE German
Year 9 Overview	Revision of basic vocabulary from KS3 and of all key grammar points learned so far.
Examination board & specification	Edexcel (2016)
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> <li>• Reading: comprehension tasks &amp; translation from German into English (25%)</li> <li>• Listening: comprehension tasks (25%)</li> <li>• Speaking: role-play, discussion of photo card, conversation (25%)</li> <li>• Writing: writing tasks including translation from English into German (25%)</li> </ul>
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5  Students are entered at either Foundation or Higher Tier for all 4 examinations
Year 10 and 11 Overview	You will study five broad areas of content over the 2 years: <ul style="list-style-type: none"> <li>• Identity and culture</li> <li>• Local area, holiday and travel</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension.</li> </ul>
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.
Head of Faculty	Mrs A Knott

## ART AND DESIGN (FINE ART)

Title of qualification	GCSE Art and Design (Fine Art)
Year 9 Overview	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; sketchbook presentation skills, drawing and painting skills and how to analyse works of art.
Examination board & specification	AQA Art and Design Fine Art
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Year 10 and 11 Overview	<p>Training unit: During the first term students learn how to observe, record, present sketchbooks and develop skills, exploring a range of different media, processes or techniques. We ensure that there is something suitable for all interests. Workshop based lessons.</p> <p><u>Unit 1</u>  <b>Critical Studies</b> – Choice of themes: Portraits or Everyday Objects  <b>A Sense of Place</b> – Studying the urban environment. Trip to Manchester along with optional trip to Paris as inspiration.</p> <p><u>Unit 2</u>  <b>Externally set task</b> – A choice of themes provided by the exam board as the starting point for the exam.</p>
Controlled assessment	10-hour examination carried out at the end of the externally set task unit.
Expectations of students who study this course	<p>Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and learn new skills.</p> <p>There is a requirement to attend the Manchester trip at the end of Year 10.</p>
Additional information	All our courses give students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in higher education.
Head of Faculty	Miss N Clark
Title of qualification	GCSE Art and Design (Fine Art)

## ART AND DESIGN (PHOTOGRAPHY)

Title of qualification	GCSE Art and Design (Fine Art)
Year 9 Overview	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; sketchbook presentation skills, drawing and painting skills and how to analyse works of art.
Examination board & specification	AQA Art and Design Fine Art
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Year 10 and 11 Overview	<p>Training unit: During the first term students learn how to observe, record, present sketchbooks and develop skills, exploring a range of different media, processes or techniques. We ensure that there is something suitable for all interests. Workshop based lessons.</p> <p><u>Unit 1</u>  <b>Critical Studies</b> – Choice of themes: Portraits or Everyday Objects  <b>A Sense of Place</b> – Studying the urban environment. Trip to Manchester along with optional trip to Paris as inspiration.</p> <p><u>Unit 2</u>  <b>Externally set task</b> – A choice of themes provided by the exam board as the starting point for the exam.</p>
Controlled assessment	10-hour examination carried out at the end of the externally set task unit.
Expectations of students who study this course	<p>Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and learn new skills.</p> <p>There is a requirement to attend the Manchester trip at the end of Year 10.</p>
Additional information	All our courses give students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in higher education.
Head of Faculty	Miss N Clark
Title of qualification	GCSE Art and Design (Fine Art)

## ART AND DESIGN (TEXTILES)

Title of Qualification	GCSE Art and Design Textiles
Year 9 Overview	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; work presentation skills, fabric manipulation, pattern cutting, dyeing, printing, embroidery and how to analyse the work of artists and designers.
Examination board and specification	AQA Art and Design
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Year 10 and 11 Overview	<p>Training Unit: During the first term students learn how to observe &amp; record, including learning about fabric manipulation and presentation styles. Students explore a range of approaches, processes &amp; techniques. They are encouraged to think and work independently and creatively. Lessons are workshop based.</p> <p>Unit 1 <b>Critical Studies</b> – Students develop a unit of work from a choice of themes. <b>Where I Belong</b> – Studying identity in the arts, including a trip to The Clothes Show, newly located in Liverpool.</p> <p>Unit 2 <b>Externally set task</b> – Set by AQA: a choice of themes provided by the exam board as the starting point for the unit.</p>
Controlled Assessment	10-hour controlled assessment (exam) carried out at the end of the externally set task unit.
Expectations of students who study this course	Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and to learn new skills.
Additional Information	All our courses give students the opportunity to produce portfolios of work that they can show to prospective employers or use to help secure a place in higher education.
Head of Faculty	Miss N Clark

Title of qualification	GCSE Business Studies
Year 9 Overview	In the Year 9 Overview you will take part in a practical activity investigating production. The fundamental concept of adding value will be covered in detail, as will numerical measurements such as unit cost, productivity and profit. The aim of this unit of work is to provide you with a broad introduction to the remainder of the course, focusing on the key concepts.
Examination board & specification	AQA
Assessment	Two examination papers will test the entirety of the subject content, with one of the papers having a more practical focus (replacing the controlled assessment).
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p>You will study the key functions of a business:</p> <ul style="list-style-type: none"> <li>• Production: What is made? How is it made? How much does it cost to make?</li> <li>• Marketing: How do we find out what our customers want? How do we persuade potential customers to buy our product?</li> <li>• Finance: Are we making a profit? How healthy is our cash flow?</li> <li>• Human resources: Who do we need to employ? How are we going to attract employees to our business?</li> </ul>
Controlled assessment	There will be no controlled assessment in this course. Assessment will be 100% examination.
Expectations of students who study this course	Students need to be good all-rounders for this course: some mathematical skill is required, as is the ability to produce extended pieces of written work.
Head of Faculty	Mr S Lightfoot

## CHILD DEVELOPMENT

Title of qualification	Technical Award Children's Learning and Development
Year 9 Overview	You will study the physiology and anatomy of the male and female reproductive systems, their functions, and how reproduction takes place, including conception, fertilisation and implantation.
Examination board & specification	Level 1/2 AQA Technical Award Children's Learning and Development (This qualification is 120 Guided Learning Hours, and is equivalent to a GCSE in both size and in rigour).
Assessment	<p>Written examination:</p> <ul style="list-style-type: none"> <li>• <b>Development of the child from pre-conception to 10 years</b> 1 hour 30 minute paper (40%)</li> <li>• <b>Research Task:</b> Learners carry out an in-depth report on a topic of their choosing. (Internally assessed) (30%)</li> <li>• <b>Child Study:</b> Learners will work with a child up to the age of 10 years over a 4 – 6 month period carrying out research and devising activities for their child. (Internally assessed) (30%)</li> </ul>
Examination entry	Distinction* at L2 – Pass at L1
Year 10 and 11 Overview	<p>You will study the following units over the 3 year course</p> <ul style="list-style-type: none"> <li>• Factors influencing developments of pre-conception and pregnancy</li> <li>• Communication and language development, Child health and safety</li> <li>• Learning and play</li> </ul>
Controlled assessment	<p>2 controlled assessments (worth 30% each of the final qualification)</p> <p>There are some practical aspects to the portfolios, in which students will be expected to carry out some additional research and practical investigations into a child's development and health needs.</p>
Expectations of students who study this course	Students will be expected to carry out lots of independent research as part of both controlled assessments and should be able to work to deadlines.
Head of Faculty	Miss H Taylor



## CONSTRUCTION

Title of qualification	Level 1 and 2 Award in Constructing the Built Environment (GCSE equivalent)
Year 9 Overview	<p>The Year 9 Overview Constructing the Built Environment course will be an exciting and diverse learning experience with a focus of acquisition of practical skills in joinery, painting and decorating and brickwork.</p> <p>You will work through mini practical projects and have the opportunity to develop your understanding of the construction industry so that you build the skills needed for success in Year 10 and Year 11.</p>
Examination board & specification	WJEC
Assessment	<ul style="list-style-type: none"> <li>• Unit 1: Safety and Security in the Workplace - 25% of the final grade</li> <li>• Unit 2: Practical Construction Skills - 50% of the final grade</li> <li>• Unit 3: Planning Construction Tasks - 25% of the final grade</li> </ul>
Examination entry	Level 2
Year 10 and 11 Overview	<p>You will study five units over the 2 years:</p> <ol style="list-style-type: none"> <li>1. Carpentry</li> <li>2. Brickwork (coursework)</li> <li>3. Painting and decorating</li> <li>4. Planning a construction task (coursework)</li> <li>5. Safety and security in the workplace</li> </ol>
Controlled assessment	Controlled assessment is ongoing through the two years of the course.
Expectations of students who study this course	Must enjoy practical activities / learning and are willing to work outdoors in the summer months on the bricklaying units.
Head of Faculty	Mr P Briggs

## DRAMA

Title of qualification	GCSE Drama
Year 9 Overview	You will develop the skills needed for GCSE Drama, you will participate in a range of practical activities to provide a strong skills base: Devising theatre, using a script, performing extracts, the role of the designer and analysis of performance. You will also explore a range of styles and genres, key terms and analytical vocabulary for both verbal and written communication of knowledge and understanding.
Examination board & specification	GCSE Drama (AQA)
Assessment	<ul style="list-style-type: none"> <li>• Component 1 - Written exam - extracts from a play studied and a play seen (analysis and evaluation) (40%)</li> <li>• Component 2 - Devised Drama performance/design and written coursework (40%)</li> <li>• Component 3 Scripted Performance (published play) performance/design (20%)</li> </ul>
Examination entry	Grade 9 - 1
Year 10 and 11 Overview	You will study the following over the GCSE: Creating theatre, both devised and scripted. Looking at the whole process of page to stage. Drama GCSE is much more than reading from a script and putting on a play. It involves, acting skills, costume, mask, set, sound, lighting and properties design. It is a fully practical hands on course; the written coursework/ written exam is about your practical work. You will visit theatres, watch a variety of performances, participate in workshops led by professionals and your teachers, and use the extensive technical equipment installed. For the written exam, you will explore a set text (exploration will be mainly practical). You will also analyse and evaluate a live theatre performance.
Controlled assessment	In groups, you will create a devised performance based on various stimuli. You will produce a 2,500 word 'log' documenting your response to the stimuli, the development and collaborative process as well as analysis and evaluation of the piece.
Expectations of students who study this course	Students will need to commit to taking part in occasional activities, rehearsals and trips and keep a log of all the practical work as it is completed.
Head of Faculty	Mrs Edwards-Cotton

## ENGINEERING

Title of qualification	GCSE Design Technology - Engineering
Year 9 Overview	The Year 9 Overview Engineering course will be an exciting and hands-on year, where students will learn and practice the wide variety of skills needed for the GCSE course. There will be a great focus on the practical aspects of the course; you will learn how to use all the tools and equipment available in the workshops, and understand how to work accurately to manufacture a range of high quality products. During this time, you will also be trained in using industrial-standard 3D modelling computer software, as used in Engineering companies, current computer games and animated films.
Examination board & specification	AQA Specification Design Technology: Engineering
Assessment	50% Controlled Assessment 50% Written Examination
Examination entry	Grades 9-1
Year 10 and 11 Overview	You will study the many different facets of Engineering, including metal and polymer product manufacturing, industry-standard 3D CAD design software, technical drawing and laser cutting.
Controlled assessment	Controlled assessment is started towards the end of Year 10, and takes students through until Year 11. The assessment covers the research, design and manufacture of a working product, and makes use of the skills obtained in the early projects. The context for the product is provided by the exam board, and in the past, has seen students manufacture radios and mobile phone speakers.
Expectations of students who study this course	Students will need to be engaged in their Controlled Assessment work, and meet the deadlines set by the department. Students will want to work to a high quality in all aspects of their work.
Additional information	Did you know: Engineering companies are projected to need approximately 87,000 people with degree qualifications per year. Currently the UK produces only 46,000 engineering graduates each year.
Head of Faculty	Mr P Briggs

## FOOD PREPARATION AND NUTRITION

Title of qualification	GCSE Food Preparation and Nutrition
Year 9 Overview	The Year 9 Overview course will focus on the development and building of practical and theoretical skills. You will be working on more advanced and diverse practical making tasks and experience using equipment to GCSE level in a hands-on learning environment. It will be an exciting year where you will learn and develop the skills needed for success in the GCSE course. You will investigate the reasons why ingredients react as they do during food preparation, as well as looking at the nutritional needs of certain groups in society, special diets and ways in which food can be adapted.
Examination board & specification	AQA Specification : 8585
Assessment	<p><b>50% Examination 1 hour 45 minutes (100marks)</b>            Theoretical knowledge of specification subject content.</p> <ul style="list-style-type: none"> <li>• Section A: Multiple choice questions (20 marks)</li> <li>• Section B: contains five questions varying in styles (80 marks)</li> </ul> <p><b>50% non-exam assessment (NEA).</b>            NEA consists of one food investigation and one food preparation assessment.</p> <p><b>Food investigation (15%)</b>            Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.</p> <p><b>Food preparation assessment (35%)</b>            Students will plan, prepare, cook and present a three-course menu within 3 hours. They will produce a <b>concise</b> portfolio that demonstrates their application of technical skills and their practical outcomes, explains how they planned and carried out the preparation, cooking and presentation of their three final dishes and includes an evaluation of cost, the sensory properties and nutritional characteristics of each dish.</p>
Examination entry	No tiers examination paper. Grades 9 - 1.
Year 10 and 11 Overview	You will study over the 3 years (See assessment): It will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.
Controlled assessment	The NEA tasks will be released on 1 <sup>st</sup> September (10-hour investigation task) and 1 <sup>st</sup> November (20-hour food preparation assessment) of the academic year in which it is submitted (the beginning of Year 11). Pupils will have a choice of design tasks and contexts set by the exam board.
Expectations of students who study this course	Students will need to commit to taking part in regular and challenging timed practical work throughout Year 10 and 11 as this is a statutory assessed requirement of the course.
Head of Faculty	Mr P Briggs

Title of qualification	GCSE Computer Science
Year 9 Overview	You will develop your programming skills, building on the basic skills you have already covered in the Levelled Python course. In GCSE Computer Science, you need to be able to plan and write simple algorithms both for your coursework task and in the written exam paper, this will involve learning how to use simple pseudo-code and flowcharts to plan more detailed programs as well as testing that they work correctly. You will also use more complex software to develop your code and start to develop an understanding of how to spot and solve errors in your own code by using advanced software features required for GCSE like stepping through your code, adding breakpoints and using variable watches.
Examination board & specification	AQA Computer Science (8520)
Assessment	100% Examination Paper 1: Computational Thinking Paper 2: Theoretical Content Approximately 20 hours of controlled assessment must be completed to prepare students for Paper 1
Examination entry	Two Papers, grading 9-1
Year 10 and 11 Overview	You will learn a range of skills including: <ul style="list-style-type: none"> <li>• How to write practical code through practice and exercises using Python programming language</li> <li>• How computers store and process data</li> <li>• Importance of algorithms in computer science</li> <li>• Basics of Cyber Security</li> <li>• Use of computer technology in society</li> </ul>
Expectations of students who study this course	Students will need to practice programming skills as part of homework tasks to develop the confidence and knowledge needed for the controlled assessment tasks.
Additional information	The software used at school is currently Python3 and PyCharm Community Edition IDE. The Community edition is free to download and has versions for PC, Mac and Linux machines.
Head of Faculty	Mr S Lightfoot

## MEDIA STUDIES

Title of qualification	GCSE Media Studies
Year 9 Overview	Today media surrounds us wherever we look. There's the internet, TV, film, video games, advertising and marketing, radio, magazines, papers and much more. The Year 9 Overview will introduce you to all of these aspects of the media, and give you the opportunity to develop the technical skills you will require to produce your own media products. You will experience photography, image manipulation and filmmaking.
Examination board & specification	AQA
Assessment	70% Examination 30% Controlled Assessment
Examination entry	Grade 9-1
Year 10 and 11 Overview	<p>GCSE media studies uses four major concepts that form the basis of the subject content:</p> <ul style="list-style-type: none"> <li>• Media language: forms and conventions</li> <li>• Institutions</li> <li>• Audience</li> <li>• Representation</li> </ul> <p>Underpinning the key concepts, the subject content is classified according to the following media forms/ platforms:</p> <ul style="list-style-type: none"> <li>• Print and electronic publishing including newspapers, comics, magazines</li> <li>• Moving image: television, film and video</li> <li>• Radio including commercial, network, public broadcasting, community</li> <li>• Web-based technologies/new media including internet, web design, social networking, weblogs, blogs, podcasts, gaming</li> </ul>
Controlled assessment	30% Controlled assessment. Practical production project.
Expectations of students who study this course	Students will need to be creative thinkers and willing to learn how to use the Apple Mac computers.
Head of Faculty	Mr S Lightfoot

## MUSIC

Title of qualification	GCSE Music
Year 9 Overview	You will develop the skills needed for GCSE Music through a unit on Popular Music. You will learn about significant artists who influenced the music that we listen to today, analyse how they came to compose and perform their songs and identify ways in which we can produce similar performances. There will be opportunities to develop performing and composing skills and also the chance to try GCSE style questions and develop your exam technique. There will be lots of opportunities to play your instruments in lessons and with people who have similar musical tastes as you.
Examination board & specification	AQA Specification
Assessment	<b>Component 1:</b> 1 hour 30 minute listening examination worth 40% of the total marks. <b>NEA (Non-exam assessment):</b> 60% of total marks from two components. <b>Component 2:</b> Performing non-exam assessment worth 30% of the total marks. <b>Component 3:</b> Composing non-exam assessment worth 30% of the total marks.
Examination entry	Grading 9-1
Year 10 and 11 Overview	<ul style="list-style-type: none"> <li>•Understanding Music – listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, musical context and musical language.</li> <li>•Performing Music – interpreting relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation.</li> <li>•Composing Music – developing musical ideas and composing music that is musically convincing, making use of musical elements, devices and conventions.</li> </ul>
Controlled assessment	There is no controlled assessment element in this Specification
Expectations of students who study this course	You will be expected to perform on an instrument or through voice to a good standard to take this course. If you don't have Instrumental Music lessons, you should strongly consider starting, as performance is a very large part of the course.
Head of Faculty	Mr N Hewson

Title of qualification	Cambridge National Certificate in Sport Studies or Sport Science
Year 9 Overview	<p>You will begin to develop the skills required for both Sport Science and Sport Studies by completing units that span both courses. These will include:</p> <ul style="list-style-type: none"> <li>- Reducing the risk of sporting injuries</li> <li>- Applying the principles of training</li> <li>- The body's response to physical activity</li> <li>- Sports nutrition</li> <li>- Practical – individual and team sports</li> </ul> <p>You will then be assessed in each of these areas and directed towards the most appropriate course for you.</p>
Examination board & specification	OCR J812 (Sport Science); OCR J813 (Sport Studies)
Assessment	<p>1 exam</p> <p>3 assignment tasks</p> <p>Practical assessments</p>
Examination entry	Grading is L2D* - L1P
Year 10 and 11 Overview	<p>Sport Science:</p> <ul style="list-style-type: none"> <li>- Reducing the risk of sporting injuries (exam)</li> <li>- Applying the principles of training</li> <li>- The body's response to physical activity</li> <li>- Sports nutrition</li> </ul> <p>Sport Studies:</p> <ul style="list-style-type: none"> <li>- Contemporary issues in sport (exam)</li> <li>- Practical - individual, team, officiating, analysis of performance</li> <li>- Sport and the media</li> <li>- Leadership</li> </ul>
Controlled assessment	Both courses = 75% moderated units
Head of Faculty	Ms M Bratton
Title of qualification	Cambridge National Certificate in Sport Studies or Sport Science



## PRODUCT DESIGN

Title of qualification	GCSE Product Design
Year 9 Overview	The Year 9 Overview Product Design course is an exciting year where you will develop your designing and practical skills for success at GCSE level. You will learn to use 2D design software and programme the laser cutter to manufacture your work and develop your Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills. We will work to develop your creativity and innovation by completing a series of hands on design and manufacturing projects as well your ability to work independently in all aspects of your work.
Examination board & specification	AQA Specification Design and Technology: Product Design
Assessment	50% Examination. The paper has two sections; Section A relates to the design context and section B relates to the research context and general course specification. 50% Controlled Assessment. This is in the form of an extended design and make project. It will evidence your research, design and practical work.
Examination entry	Grades 9-1
Year 10 and 11 Overview	You will study a range of design topics over the 2 years including: <ul style="list-style-type: none"> <li>• Understanding materials and processes.</li> <li>• Product Evolution and development</li> <li>• Design development and communication skills including CAD, Laser Cutting</li> <li>• Working with a range of materials to produce products.</li> </ul>
Controlled assessment	Controlled assessment starts at the end of Year 10 and will be completed by Easter of Year 11. It takes place in lessons under the supervision and guidance of the class teacher. Pupils will have a choice of design tasks and contexts set by the exam board for this controlled assessment project.
Expectations of students who study this course	Students will need to commit to their Controlled Assessment project fully, meet all the deadlines set and be able to work hard to produce work of the highest quality they can.
Additional information	GCSE Product Design leads onto A Level Product Design at Blue Coat. There are lots of University courses that lead to creative careers, including product design, car design, architecture, interior design to name a few.
Head of Faculty	Mr P Briggs

Title of qualification	GCSE Sociology
Year 9 Overview	You will need to develop the skills and techniques necessary for studying GCSE Sociology. These skills include debate and discussion about different theories and ideas put forward by sociologists. You will have the opportunity to discover in more detail areas of concern in society such as inequality and crime. You will also actively participate in research methods such as observations and interviews.
Examination board & specification	AQA Specification GCSE Sociology
Assessment	100% Examination Unit 1: Family, Education and Research Methods (50%) Unit 2: Crime and Deviance, Inequality and Research Methods (50%)
Examination entry	Grade 9 - 1
Year 10 and 11 Overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> <li>• How families and gender roles have changed in society today</li> <li>• Why educational differences exist between children of different class, gender and ethnic backgrounds</li> <li>• How sociologists research topic areas in society and the problems with researching human behavior in this way</li> <li>• How and why levels of inequality exist and what factors can cause it to continue</li> <li>• How and why people may commit crime or become deviant in society</li> </ul>
Expectations of students who study this course	Students will need to fully commit to learning the material, for example the sociological theories and concepts. As well as this they should try to become more actively engaged in the news and current affairs- taking a keener interest in what is going on in society.
Head of Faculty	Miss H Taylor