



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
CHILTERN EDGE

Maiden Erlegh Chiltern Edge
CURRICULUM BOOKLET
KS4

Academic Year 2018-2019

S. Elliss –Trust DHT: Curriculum

Sept 2018

Review due: Sept 2019



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At Maiden Erlegh Chiltern Edge we aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Key Principles

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students: post 16

Key Stage Four (Years 10 and 11)

The curriculum after Year 9 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions. It is the policy of the school to prepare and enter all students for a full range of examinations.

We anticipate all students from Year 10 take a core of compulsory examination subjects:

- English Language (2 hours a week)
- English Literature (2 hours a week)
- Maths (4 hours a week in Years 10 and 11)
- Combined Science or Single Sciences (4 or 5 hours a week in Years 10 and 11)

Other compulsory subjects are Physical Education and Personal, Social & Health Education which are taught together for 3 hours a week in Year 10 and 2 hours a week in Year 11.

In addition students will take up to 3 option subjects each with 3 hours a week. In addition, Year 11 students also have 2 hours a week of an EBACC subject.

Curriculum Allocation

Curriculum	Subject	Year 11 Time allocation (Hours/week)	Year 10 Time allocation (Hours/week)
Core	English	4	4
	Mathematics	4	4
	Science	4	5
EBACC	French/German/Geography/History	2	0 ^{*(included in Option A)}
Options	A	3	3
	B	3	3
	C	3	3
Non-examined courses	PE (including PSHE)	2	3
TOTAL		25	25

Supporting literacy and numeracy across the curriculum



Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum.

Other strategies for literacy recovery are:

- On-line courses
- Small group work (usually with specialist HLTAs)
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions provided if they are unable to keep up.

As they move into KS4, there is support in the form of small group work and individual support in terms of preparing for examinations.

We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence). Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

Supporting Personal, Social, Moral, Spiritual and Cultural (PSMSC) education

Running through all of our curriculum, including the pastoral curriculum, are strands of Personal, Social, Moral, Spiritual and Cultural education (PSMSC) which cover themes such as:

- Emotional Wellbeing
- Citizen and Community
- Careers, Work Experience and Work Related Learning
- British Values
- Personal Health
- Risk and Safety

More details about our provision for PSMSC can be found on our website.

Enrichment curriculum

Maiden Erleigh Chiltern Edge offer a full extra curricula and educational visits programme.

All teachers contracted to work at Maiden Erleigh Chiltern Edge will be encouraged to offer one after school/extra curricula activity. Students will be consulted by school leaders and clubs, societies and teams will be arranged.

All trips/visits have clear learning aims and, generally, are linked to one or more curriculum areas. Where appropriate, two or more curriculum areas are bridged, which means that students “make connections” through the trip e.g.: a Geography/Languages trip or a Science/Art visit.

There will be a follow-up activity for all students who take part in trips/visits.

The majority of trips/visits will be open to all students but some will be targeted at certain groups (with specific criteria) e.g.:

- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Subject-specific trips/events.
- Year-group specific trips/events.

ICT to support learning



The use of ICT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary -access to devices for preparation, IWBs in classrooms etc.
- All students have access to IT in lessons as necessary
- Students understand how to use IT in their learning effectively -this will be part of IT lessons but also reinforced during pastoral sessions on study skill but also in class.
- Students will become e-confident learners as part of the entitlement curriculum.
- Students' safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely -we will give information as part of transition but also run sessions for parents at different points.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign Acceptable use Policies and this will form part of the Home School Agreement signed by parents.

SEND provision

The Inclusion team work to support pupils with Special Educational Needs, and the teaching staff working with them. In-class support from Teaching Assistants, group and individual interventions, and a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEN pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support pupils' learning needs in and out of the classroom.

More and Exceptionally Able provision

Principles

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Exceptionally or More able based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for Exceptionally or More Able and Gifted students is a matter of equality of opportunity.
- Provision for Exceptionally or More Able and Gifted students will help to raise standards for all.

EAL provision

Many of our strategies to support basic literacy support EAL students. In addition we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability
- They sit next to students with a strong command of language
- They are encouraged to use dictionaries on IT devices and/or mobile phones (as appropriate) to support their work
- They are encouraged to research concepts in the target language if that helps while they are building up their language
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We offer bespoke one –one language acquisition interventions using TEFL trained member of staff
- We teach academic literacy for the most able and EAL students
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.



How can parents support their child?

There are many ways in which parents can support their child's progress including, but not limited to:

- Attend and participate in dedicated Parents' Evenings and Year Group Information evenings
- Engage in conversations with staff regarding the progress of your child throughout the year
- Encourage your child to discuss their learning with you.
- Support the completion of homework and revision by promoting a healthy and productive learning environment at home.
- Activate and be active on the parental Show My Homework App



OVERVIEW

The GCSE in Fine Art is a skills and processes based course, run thematically across 2 years. It is designed to equip the student with a thorough working knowledge of how the art process works in order to move from investigating a theme through to completing a final outcome. It should also allow the student to become a more independent learner, ready to cope with the demands of an A level or similar course. The skills, language and creativity developed through this course underpin most qualities admired by an employer; someone who thinks outside the box, can think flexibly and own the development of ideas as well as articulate them personally and thoughtfully. Artists, teachers, designers, community arts coordinators art therapists and any branch of visual communications are possible careers eventually.

COURSE CONTENT

The GCSE in Fine Art is delivered in 2 phases, Component 1 - the personal portfolio (coursework comprising 2 units/projects) and Component 2- the Externally Set Assignment; and exam project culminating in a 10 hr High Control Test Conditions final piece/s. Each coursework project lasts about 16 weeks.

ASSESSMENT OBJECTIVES

- AO1- develop ideas through investigations, demonstrating critical understanding of sources
- AO2- refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3- record ideas, observations and insights relevant to intentions as work progresses
- AO4- present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Art and Design consists of two internally assessed and externally moderated components.

- Component 1: Personal Portfolio (internally set). Worth 60% of final mark
- Component 2: Externally Set Assignment. Worth 40% of final mark.

GROUPINGS

Mixed ability

HOMEWORK INFORMATION

1 1/2 hrs per week of course

EXTENDED STUDY INFORMATION

Reading around the subject.

Visiting museums and galleries.

Using gallery websites and Tate videos to further their understanding of key art movements and artists' aims.

Use of Edexcel online student materials to support the course.

ENRICHMENT OPPORTUNITIES

2 trips to galleries/museums

EQUIPMENT NEEDED

Drawing pencils, eraser, sharpener, colours (pencils, pastels, paint) sketch books provided, laptop or ipod (would be great)

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Provide the tools for homework. Ensure a quiet space.
- Show an interest in the subject, help with homework (but do not do it for them).
- Find out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning and enjoying them together.



- Help your child to break tasks down so that they are manageable, keep a subtle eye on progress and celebrate achievements, and see a positive way forward when things go badly.
- Agree the rules for homework, help them to make a realistic timetable, balance work
- against the 'fun stuff' and revise the plans as necessary.
- *Search out websites, find out about the subject, exam structures, content and student materials.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

tate.org.uk

<https://www.pinterest.co.uk/>

www.nationalgallery.org.uk

www.saatchigallery.com

<http://www.guggenheimcollection.org/site/artists.html>

TEXTBOOKS OR REVISION GUIDES

n/a

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr J Waterson



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Portfolio unit 1 comprising foundation skills as well as investigative work for the unit.	Students return from the summer, ready to complete refinement phase (AO2) HIGH CONTROL TEST CONDITIONS (10HRS) PRACTICE in this term.
ASSESSMENT OPPORTUNITIES	Regular marking of individual tasks and AO1 and AO3 with SIR assessment. Peer assessment and discussion regularly undertaken throughout course.	Regular marking of individual tasks with SIR assessment and assessment tickets for completed stages of the art process.
2	Portfolio unit 1 comprising foundation skills as well as investigative work for the unit. (AO1 and AO3).	Upgrading of portfolio projects (Component 1).
ASSESSMENT OPPORTUNITIES	This leads to development of ideas. ASSESSMENT 5 HRS- CONTROLLED TEST CONDITIONS SIR assessment.	Regular pupil progress checks 1 to1 and chunked tasks to assist organisation of workload.
3	Upgrading of portfolio projects (Component 1).	ESA begins AO1 phase then AO2
ASSESSMENT OPPORTUNITIES	Thorough summative feedback including upgrading targets and tasks. SIR assessment	Crits, SIR marking and assessment tasks undertaken and feedback given. Pupil progress checks fortnightly.
4	Portfolio 1- refinement and major piece completion (AO4 and AO3).	ESA continues AO2 phase moves into AO4 with exam just into term 5.
ASSESSMENT OPPORTUNITIES	Thorough summative feedback including upgrading targets and tasks. SIR assessment. Regular formative crits 1 to1 and chunked tasks to assist organisation of workload	Crits, SIR marking and assessment tasks undertaken and feedback given. Pupil progress checks fortnightly.
5	Portfolio unit 2 commences.	ESA completed.
ASSESSMENT OPPORTUNITIES	AO1 phase SIR assessment. Pupil progress checks fortnightly.	
6	Portfolio unit 2 continues.	
ASSESSMENT OPPORTUNITIES	AO1 phase moves seamlessly into AO2. SIR assessment. Pupil progress checks fortnightly.	

**OVERVIEW**

3D Design Textiles allows students to study a creative subject concentrating on ideas, developing ideas and practical skills. No written examination is taken. Career opportunities include working in the fashion industry, interior design, product design and theatre design.

COURSE CONTENT – Year 11

Project brief 1: Sept 2018 – Jan 2019

The theme for project 1 is 'Architecture'. Students will investigate this theme by collecting and taking their own photos that relate to the theme. Students will create a product inspired by this theme (jewellery, fascinators, corsets, scarves etc.) they will take inspiration in architecture from their local area or further afield using 1st hand imagery. Students will research designers and make prototypes and models. Students will develop and refine their designs before creating a final piece.

ASSESSMENT OBJECTIVES

AO1 Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT STRUCTURE

The course is divided into two units;

Unit 1 is the controlled assessment (portfolio) worth 60% (completed in Year 10 and finishing in January of year 11)

Unit 2 is the ESA (externally set assignment) worth 40%.

The preparation period starts from February year 11 until May. Please note that the exam for this course is a practical exam usually held in April/May. The exam is 10 hours (2 days) to create your final outcome that you have planned.

Grading is 9-1 (9 being the highest)

GROUPINGS

Mixed ability

HOMEWORK INFORMATION

This will be set weekly and will consist of sketch pad work including drawing, researching and annotating pages. 1 hour a week will be the usual amount of time required.

EXTENDED STUDY INFORMATION

Pinterest is an important tool for gathering ideas and will help students collate their ideas.

ENRICHMENT OPPORTUNITIES

Each group has in the past had trips to London to sketch architecture and visit galleries/museums

Outside visitor – textiles specialist visited for a day's workshop on printing

EQUIPMENT NEEDED

Students will need sketch pads which are purchased through school. *Fine liner black pens *Good quality coloured pencils *Fabrics and threads – if a student needs special fabrics then these will need to be purchased

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Visits to galleries, museums and exhibitions

USEFUL ONLINE INFORMATION/ONLINE RESOURCE

Pinterest

TEXTBOOKS OR REVISION GUIDES**CONTACTS / ANY FURTHER INFORMATION**

Curriculum Leader:



OVERVIEW

Business Studies provides students with an excellent understanding of global enterprise, from the theory of how to be an entrepreneur and begin your own business to managing an international corporation. The foundation of Business Studies is embedded within four main functional areas; finance, marketing, operations management and human resources. These areas have a huge impact on the career paths that students choose to follow, for even if you do not work directly for one of these departments within a company, any organisation will rely heavily on these components working cohesively.

A large proportion of students who study GCSE Business Studies continue to do so at A-Level, and even at University. The skills you will learn in the GCSE Business Studies course are easily transferable to a number of different careers paths such as sales, public relations, innovation of products, finance and accountancy and management.

Business Studies is widely accessible to students and adheres to all learning styles, using interview scenarios, role play, debates, interactive activities, note taking, group work and independent learning.

COURSE CONTENT

Year 9

Term 1 and 2

Subject content

The Subject Content is divided into nine main compulsory sections:

Personal Awareness, Healthy Lifestyles for work-life balance, Relationships and the Differences Between People, The Changing World of Work, Applying for Jobs and Courses, Economic and Financial Aspects of Life, Employment Opportunities, Enterprise Activities, Hazard Identification at Home, on the Roads and at Work.

Year 10

1. Business activity

In this section, learners explore how and why businesses start and grow.

2. Marketing

In this section, learners explore the purpose and role of marketing within business and how it influences business activity and the decisions businesses take.

3. People

In this section, learners explore the purpose and role of human resources within business and how it influences business activity and the decisions businesses take.

Year 11

4. Operations

In this section, learners explore what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

5. Finance

In this section, learners explore the purpose of the finance function, its role in business and how it influences business activity.

6. Influences on business

In this section, learners explore the importance of external influences on business and how businesses change in response to these influences.

7. The interdependent nature of business

In this section, learners will need to use content from both component 01 and component 02 to make connections between different elements of the subject. They will need to draw together knowledge, skills and understanding from different parts of the GCSE (9–1) course and apply their knowledge to business decisionmaking within a business context.

ASSESSMENT OBJECTIVES



AO1 Demonstrate knowledge and understanding of business concepts and issues. Using command words; Identify, State, Explain
AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts. Using command words; Calculate, Complete, Explain
AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions. Using command words Analyse, Discuss, Evaluate, Recommend

ASSESSMENT STRUCTURE

Certificate in preparation for working life paper is 80% of the qualification and is 1 hour and 30 minutes. It will be a mixture of multiple choice and extended responses.

Business 1; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 3 units of study. These include Business Activity, Marketing and People.

This examination is worth 80 marks, split into two sections and assesses content from the 3 units mentioned above. Section A contains multiple choice questions worth 15 marks. Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section is worth 65 marks.

Business 2; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 4 units of study. These include Operations, Finance, Influences on Business and The Independent nature of Business. This examination is also worth 80 marks and split into two sections, assuming knowledge of the 4 units mentioned above. Section A and Section B are the same structure as the Business 1 paper.

GROUPINGS

Mixed ability students between 25-30 students with 5 classes per year group

HOMEWORK INFORMATION

Complete Unit 1 and Unit 3 past examination papers • Business Studies online specific tasks • Research examples to put concepts into context • Encouragement of reading around the subject • Taking an interest in current affairs e.g. watching BBC news. • Complete different exercises using the following websites: www.examzone.co.uk, www.businessstudiesonline.co.uk, www.bbc.co.uk/schools/gcsebitesize, www.bized.co.uk, www.tutor2u.net/revision_notes_gcse * Explore the Bank of England website. Homework can take anything from 15 mins to 30 minutes

EXTENDED STUDY INFORMATION

Fill in glossaries for key terminology • Business Studies online specific tasks • Extensive case study exercises from the core textbook • Watching Dragon's Den, Apprentice, Mary Portas and related spin off shows • Familiarising with particular current affairs • <http://www.bbc.co.uk/education/subjects/zpsvr82> • <http://revisionworld.com/gcse-revision/business-studies>

ENRICHMENT OPPORTUNITIES

The Business Education department offers a wide range of enrichment activities for students from extra-curricular opportunities such as the fantasy stocks and shares league competition set up by the Institute of Financial Services to in-house competitions and guest speakers. In Year 9, students are given the opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany.

EQUIPMENT NEEDED

Black and Green pen
Calculator
Ruler
Pencil
Rubber



HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Test students on subject vocabulary
- Provide newspaper cuttings / links to news websites of relevant articles Help them to research
- Watch Dragon's Den etc with the child and discuss the outcome with them – perhaps pausing before the decision is made (using sky+/btVision if available)
- Buy a revision guide that is tailored to the Edexcel syllabus. Students can work through the questions and complete summaries of the material covered.
- Buy a workbook and some sample examinations that are tailored to the OCR syllabus.
- Encourage active revision (doing exercises and answering exam questions) is better than passive revision (reading a revision guide).
- Go through the glossary of terms section on google classroom.
- Download past examination papers. All resources for the GCSE course can be accessed via the google classroom.
- Read the examiners reports and mark schemes with your child.
- Talk to your child about what they are learning.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google classroom code:

Yr 9 g1bakb8

Yr 10 92dps33

Yr 11 ng7nq1v

TEXTBOOKS OR REVISION GUIDES

OCR GCSE (9-1) Business, Third Edition

Alan Williams, Mike Schofield

ISBN: 9781471899362

Published: 30/06/2017

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader:



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>Unit 4: The changing world of work</p> <p>Unit 6: Economic and financial aspects of life</p> <p>Unit 7: Employment opportunities</p> <p>Unit 8: Enterprise activities</p>	<p>GCSE Business Studies course unit 1 Business Activity:</p> <p>1.4 Business aims and objectives</p> <p>1.5 Stakeholders in business</p> <p>1.6 Business growth</p> <p>GCSE Business Studies course unit 2 Marketing:</p> <p>Topics covered:</p> <p>2.1 The role of marketing</p> <p>2.2 Market research</p> <p>2.3 Market segmentation</p>	<p>GCSE Business Studies course unit 3.3: Effective Financial Management.</p> <p>Topics covered:</p> <ol style="list-style-type: none"> 1. How to improve cash flow 2. How to improve profit 3. Break-even charts and break-even analysis 4. Financing growth <p>GCSE Business Studies course unit 3.4: Effective People Management. Topics covered:</p> <ol style="list-style-type: none"> 1. Organisational structure 2. Motivation theory 3. Communication 4. Remuneration <p>GCSE Business Studies course unit 3.5: The Wider World Affecting Business.</p> <p>Topics covered:</p> <ol style="list-style-type: none"> 1. Ethics in business 2. Environmental issues
ASSESSMENT OPPORTUNITIES	End of unit milestone	End of unit milestone	End of unit milestone
2	<p>Unit 9: Hazard identification at home, on the roads and at work</p> <p>Unit 5: Applying for jobs and course</p> <p>Unit 1: Personal awareness</p> <p>Unit 2: Healthy lifestyles for work-life balance</p>	<p>GCSE Business Studies course unit 2 Marketing:</p> <p>Topics covered:</p> <p>2.4 The marketing mix</p> <p>GCSE Business Studies course unit 3 People:</p> <p>3.1 The role of human resources</p> <p>3.2 Organisational structures and different ways of working</p> <p>3.3 Communication in business</p>	<p>GCSE Business Studies course unit 3.5: The Wider World Affecting Business.</p> <p>Topics covered:</p> <ol style="list-style-type: none"> 1. Economics issues affecting international trade 2. The impact of government and the EU <p>Controlled Assessment mock exam</p> <p>Controlled Assessment exam</p>



ASSESSMENT OPPORTUNITIES	End of unit milestone Coursework unit. 20 marks available	End of unit milestone	End of unit milestone
3	Unit 3: Relationships and the differences between people Enterprise competition GCSE Business Studies course unit 1: 1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 5.3 Revenue, costs, profit and loss 1.3 Business ownership	GCSE Business Studies course unit 3: People Topics covered: 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law	Revision
ASSESSMENT OPPORTUNITIES	End of unit milestone Formal Public examination, 1 hour 30 minutes: May 2018	End of unit milestone	Written controlled assessment in controlled conditions. This unit is worth 25% of the overall GCSE qualification. FINAL EXAMINATION



OVERVIEW

GCSE Dance is an excellent qualification with 60% practical components and 40% critical appreciation. Pupils will be expected to have the desire, energy and commitment to explore dance, as this course requires students to have real passion and dedication. It will be physically demanding and will require you to learn diverse techniques, explore devices, and create choreography and performances to a high standard.

In order to access the TOP grades students are required to dance at a high standard in at least 2 styles, be ready to develop knowledge and understanding of choreographic process and vocabulary, and the interest to study 6 set performances for the written part of the course.

COURSE CONTENT

Year 10

Practical: In order to prepare for their practical components next year, the pupils will study a range of diverse styles. This includes Hip-hop, Lyrical, Samba, Ballet, Capoeira and Contemporary. Each term will focus on one of the styles above, along with the accompanying set performances.

Written: Alongside each diverse style of dance, a range of dance works from professional companies and choreographers will be studied; including Boy Blue Entertainment, STOPGAP, Rambert, The Royal Ballet, Phoenix Dance Company and James Cousin's. Pupils will also develop understanding and knowledge on choreographic process, devices and vocabulary.

Year 11

This year is dedicated to the learning, choreographing, perfecting and revising of Component 1 and 2 for the external assessments and written exam. Lessons will be scheduled to focus on and switch between:

- Set Phrases
- Duet/Trio performance
- Solo or Group choreography
- Theory – revision of the set dance works explored last year.

ASSESSMENT OBJECTIVES

- AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.
- AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.
- AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.
- AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.

ASSESSMENT STRUCTURE

Component 1: PRACTICAL

- **Performance 1A:** 1 solo performance
Candidates must learn and perform 2 phrases consisting of 1 – 1 ½ minutes. The teacher will demonstrate these – but they are available on YouTube to help! The teacher will assess the performance LIVE, internally marked and externally moderated.
- **Performance 1B:** 1 duet/trio performance (3 ½ - 5 minutes).
Students will learn a dance choreographed by themselves, a dance teacher or artist. The dance must include the 2 other set phrases that weren't used in the solo performance. The teacher will assess the performance LIVE, internally marked and externally moderated.
- **Choreography:**
1 solo/group choreography (2 – 3 minutes).
Candidates will be given 5 stimuli from a list prescribed at the beginning of the academic year to choose from. CAN BE IN ANY STYLE. The teacher will assess the performance LIVE, internally marked and externally moderated.



Component 2: THEORY

- **Critical Appreciation** : 1 written paper (1 hour 30 minutes)

The paper includes 3 sections.

Section 1 is worth 15% and relates to the knowledge and understanding of choreographic processes and performance skills. The candidates will be given a stimulus to write a response to.

Section 2 relates to the critical appreciation of their own work, relating to their own experience or choreography.

Section 3 will relate to the critical appreciation of professional works and relating questions from GCSE Dance anthology.

GROUPINGS

Pupils are in one class (unless there are more than 30). Mixed ability and gender.

HOMEWORK INFORMATION

Pupils will get written home-work more once a term, which will be either consolidating their learning from the term, or exam questions to complete. This should take no more than 90 minutes

Also side the written home-work, pupils will often be set practical home-work such as to practice certain performance pieces or choreograph material ahead of the lesson. Again, this will be no more than 90 minutes in a week.

EXTENDED STUDY INFORMATION

N/A

ENRICHMENT OPPORTUNITIES

As with other performance arts courses; pupils will have the opportunity to see live dance performances in venues across the UK, and to attend the yearly dance convention MOVE IT! in London.

GCSE Dance pupils will have multiple opportunities through-out the year to access extra curricula and enrichment sessions.

- From September – December; the pupils are involved in the main school production, in which they will be performing at least 1 dance. The production also helps those who are preparing for a career in the industry to familiarise themselves with auditions and production schedules.
- From January – March; GCSE pupils have the opportunity to attend Strength and Conditioning sessions, with aspects of HIIT and Exercise to music sections. These sessions can help develop co-ordination, strength, balance and flexibility, and enhance physical ability ahead of their GCSE practical examinations.
- From April – July; this is the BIGGEST two terms for dance; as the pupils will be preparing for the upcoming summer Dance Show during EdgeFest week. GCSE pupils in year 10 help to organise and facilitate the evening; and are involved in at least 2 numbers PLUS any additional dance pieces that they successfully audition and choreograph. This is a great opportunity; not just for those who wish to perform, but for those who are inspiring for a career in Dance Project managing or facilitation.

EQUIPMENT NEEDED

Pupils are required to have appropriate kit for every lesson; this includes the usual stationary (pens/pencils etc) but also:

- Leggings, sports trousers or /P.E. shorts*
- P.E. top or sport top (no crop tops or offensive writing)*
- Sports bra
- Leotard
- Knee pads
- 1litre water bottle



HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Reminding their children bring correct kit and water to every lesson and rehearsals
- Familiarising themselves with the schools code of conduct and behaviour expectations
- Regularly checking Show my Homework
- Keeping an eye out for news/letters or emails via School Comms about rehearsals/shows/trips

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.AQA.co.uk/SUBJECTS/DANCE

www.TES.co.uk

TEXTBOOKS OR REVISION GUIDES

N/A

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss P J Gardner



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	<ul style="list-style-type: none"> The course starts with the pupils exploring the dance work 'Emancipation of Expressionism' by Kendrick Sandy, and performed by Boy Blue Entertainment and the style of hip hop, including Krumping and Tutting. Pupils gain an understanding of safe and professional practice aspects including warming up, attire and attitude. 	<ul style="list-style-type: none"> Pupils recap Component 1. Performance (a); pupils learn the GCSE Set phrases 'Shift' and 'Flux'. Pupil officially start Component 1. Choreography –choreographing either a solo or a group piece with accompanying Programme Notes. Continuation of Component 2. Critical Appreciation – Pupils prepare for their written examination on their dance knowledge and 6 set works. Focusing on 'Emancipation of Expressionism' and 'Artificial Things'
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Formative Assessment; self and peer evaluation of technique and dance performance. Summative Assessment; written paper on dance work, and performance of hip hop dance. 	<p>Summative Assessment: Completion of Component 1 Performance (a) Set Phrases. 15% of overall grade. INTERNAL EXAMINATION (externally moderated)</p>
2	<ul style="list-style-type: none"> Pupils explore the style of contemporary and lyrical. As well as critical appreciation of the dance 'Artificial Things' by Lucy Bennet, and performed by STOPGAP. Pupils learn the fundamentals of dance and movement analysis. This includes exploring technical skills (Actions, Space, Dynamics, and Relationships) and understanding Choreographic Devices and Structures. 	<ul style="list-style-type: none"> Component 1. Performance (b) – pupils learn a dance in duet/trios, taught by teacher 15% of overall grade Component 1. Choreography – pupils continue choreograph either a solo or a group piece. Continuation of Component 2. Critical Appreciation – Pupils prepare for their written examination on their dance knowledge and 6 set works. Focusing on 'A Linha Curva' and 'Infra'
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Formative Assessment; self and peer evaluation of technique and dance performance. Summative Assessment; written paper on dance work, and performance in the Christmas Show 	<ul style="list-style-type: none"> Formative Assessment; self and peer evaluation of technique in Performance (b) and Choreographic Intention in their Choreographies. Summative Assessment; written paper practices on dance works, and performance in the Christmas Show
3	<ul style="list-style-type: none"> The dance styles Capoeira and Samba, whilst exploring the dance work 'A Linha Curva', by Itzik Galili, and performed by Rambert Dance Company Pupils prepare for a Easter show performance, which highlights their Samba and Capoeira technique development 	<ul style="list-style-type: none"> Component 1. Performance (b) – pupils to finish learning a dance in duet/trios, taught by teacher 15% of overall grade Component 1. Choreography – pupils to finish choreographing either a solo or a group piece. Continuation of Component 2. Critical Appreciation – Pupils prepare for their written examination on their dance knowledge and 6 set works. Focusing on 'Shadows' and 'Within Her Eyes'
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Formative Assessment; self and peer evaluation of technique and dance performance. Summative Assessment; written paper on dance work, and performance of Samba/Capoeira dance 	<ul style="list-style-type: none"> MOCK of written paper Component 2. MOCK performance of Component 1. Performance (b) MOCK examination of Component 1. Choreography



<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> Pupils explore the dance work 'Infra' by Wayne McGregor, and performed by the Royal Ballet and the classical style of Ballet Pupils explore the choreographic approach used by Wayne McGregor; SHOW, MAKE, TASK. Pupils expand upon their classical technique with Ballet sessions in a professional format. 	<ul style="list-style-type: none"> Component 1. Performance (b) – pupils to finish learning a dance in duet/trios, taught by teacher 15% of overall grade Component 1. Choreography – pupils to finish choreographing either a solo or a group piece. Continuation of Component 2. Critical Appreciation – Pupils prepare for their written examination on their dance knowledge and 6 set works. Focusing on 'Shadows' and 'Within Her Eyes'
<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p>	<ul style="list-style-type: none"> Formative Assessment; self and peer evaluation of technique and dance performance. Summative Assessment: written paper on dance work, and performance of classical dance 	<p>Summative Assessment: Completing of Component 1 Performance (b) and Choreography. Performance (b) is 15% of overall grade, and Choreography is 30% of overall grade. INTERNAL EXAMINATION (externally moderated)</p>
<p style="text-align: center;">5</p>	<ul style="list-style-type: none"> Contemporary dance is explored through a diverse dance piece; 'Shadows' by Christopher Bruce, and performed by Phoenix Dance Theatre. Learning and understanding of Component 1. Performance (a); pupils learn the GCSE Set phrase 'Flux'. 	<p>Revision of all aspects of Component 2. Critical Appreciation – pupils prepare for their written examination on their dance knowledge and 6 set works.</p>
<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p>	<ul style="list-style-type: none"> Formative Assessment; self and peer evaluation of technique and dance performance. Summative Assessment: written paper on dance work. MOCK performance of Component 1. Performance (a) 'Flux' 	<p>Summative Assessment: 1hr and 30 minute paper in controlled, examination environment. The written paper is 40% of overall grade. INTERNAL EXAMINATION.</p>
<p style="text-align: center;">6</p>	<ul style="list-style-type: none"> Pupils explore contact dance and critically appreciate the dance piece 'Within her Eyes' by James Cousins Pupils also explore Component 1. Choreography; pupils understand their choreographic unit. Learning and understanding of Component 1. Performance (a); pupils learn the GCSE Set phrase 'Shift'. 	
<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p>	<ul style="list-style-type: none"> Formative Assessment; self and peer evaluation of technique and dance performance. MOCK of written paper Component 2. MOCK performance of Component 1. Performance (a) 'Shift' 	



To be added



OVERVIEW

Drama is an exciting and challenging course designed to further the ability of students who really enjoy acting and the theatre. The course is heavily practical and will require students to study and perform play texts and create their own original dramas. The content of the work is best suited to students who are able to think creatively. At Chiltern Edge we have seen students whose entire life and school experience has been transformed through taking drama at KS4. There is significant written element to the course and the majority of the marks awarded are from the students' written work.

COURSE CONTENT

Component 1: Devising Drama

Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Component 2: Presenting and Performing Texts

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in two performances from one text. Students will be required to produce an accompanying document which outlines their intentions for and approach to the performance showcase.

Component 3: Performance and Response:

This component requires students to study text and performance. For Section A, students study one performance text in detail: Willy Russell's *Blood Brothers*. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed.

In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific. This mean we HAVE to go to the theatre!

ASSESSMENT OBJECTIVES

Assessment Objective	
AO1	Create and develop ideas to communicate meaning for theatrical performance.
AO2	Apply theatrical skills to realise artistic intentions in live performance.
AO3	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
AO4	Analyse and evaluate their own work and the work of others.

ASSESSMENT STRUCTURE

Component 1 – Devising Drama

- Marks: 60
- Non-examined assessment marked by teacher.
- 30% of GCSE

The aim of this component is to explore a given stimulus item through practical exploration and create a piece of devised drama. Students will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work.

Students will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work. Students will explore a stimulus provided by OCR on the stimulus paper.

Component 2 – Presenting a Performing Texts



- Marks: 60
- Non-examined assessment marked by a visiting examiner
- 30% of GCSE

This component provides an opportunity for students to be taught theatrical skills and then be assessed on what they have learnt in a practical way. Students apply their presentation and performance skills through realising two key extracts from one text.

Students will explore the context of the whole text considering how the social, cultural and historical aspects of the text might have an impact on their realisation. Students will complete a concept pro forma describing their research on the text and their artistic intention for the performance.

Students must develop, apply and practise their skills in acting or design to interpret the playwright's intention, leading them to communicate the extracts in a way that will engage the audience.

Component 3 – Performance and Response

- Marks: 80
- 1.5 hour exam
- 40% of GCSE

For this component, students need to demonstrate knowledge and understanding of how drama is developed, performed and responded to. Students must also be able to reflect on and evaluate the work of others. This component is designed for students to explore practically and in depth both whole performance text and the development of drama and performance. They are then assessed on the knowledge, understanding and skills they have learnt. Through their practical study, students need to know how characters and performances communicate ideas and meaning to an audience.

The component has two sections: The study of a performance text and the development of drama and performance in Section A and an evaluation of the work of others in Section B.

GROUPINGS

Mixed ability or bands or sets

HOMEWORK INFORMATION

How long should it take? How often will it be set? What sort of tasks will be set?

EXTENDED STUDY INFORMATION

Reading around the subject

ENRICHMENT OPPORTUNITIES

A key feature of this course is the opportunity for students to see live theatre and trips to local venues or, to London, will be arranged. Students who wish to pursue a career in acting, or who are simply keen to expand their experience, can get involved in extra-curricular activities ranging from the main school production to workshops which will prepare them for auditions.

EQUIPMENT NEEDED

Please indicate any compulsory equipment needed. Any recommended but not essential mark with a *

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Practical tips to support your subject e.g. visit a museum, create a quiz to aid revision

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

Google Classroom codes

TEXTBOOKS OR REVISION GUIDES

These should be the ones that we use in school: name, author and ISBN

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr T Harte



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Introduction to GCSE Drama and development of key skills	Component 3 Performance and response preparation: Play study: Blood Brothers.
ASSESSMENT OPPORTUNITIES	Performance in the style of Stanislavski and Brecht.	Assessment – written response to exam style Qs
2	Component 1 – Devising Drama. Mock unit of the first 30% of the course	Component 2: Presenting and Performing Texts
ASSESSMENT OPPORTUNITIES	10 minutes devised performance Portfolio tracking the process	Writing Concept Proforma Practice
3	Component 3 – Written Exam Prep Section A Performance and Response preparation: Play study: Blood Brothers.	Component 2: Presenting and Performing Texts Preparing performance for visiting examiner. Writing Concept Proforma
ASSESSMENT OPPORTUNITIES	Assessment – Written response to exam style Qs	Visiting Examiner – Performance (2x10 min performances per group) – 20% Concept Proforma - 10%
4	Component 4 Written Exam Prep Section B Performance and response preparation: Responding to live theatre. Exam techniques.	Component 3 – Written Exam Prep Section A - 25% Performance and Response preparation: Play study: Blood Brothers.
ASSESSMENT OPPORTUNITIES	Assessment – Review theatre performance (Recorded National Theatre performance of Frankenstein)	Practice Exam Questions
5	Component 1 Devising Drama. Responding to a stimulus to create performance 10-15 minutes in length.	Component 4 Written Exam Prep Section B -15% Performance and response preparation: Responding to live theatre. Exam techniques.
ASSESSMENT OPPORTUNITIES	Assessment – Hand in of Section 1 of Portfolio – Research and Initial Ideas	Practice Exam Papers
6	Component 1 Devising Drama. Responding to a stimulus to create performance 10-15 minutes in length.	
ASSESSMENT OPPORTUNITIES	Assessment – Hand in of portfolio (20% Performance. (10%)	



OVERVIEW

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. The course will equip learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need.

The skills you will learn in GCSE Economics are easily transferable to a number of careers such as banking, insurance, politics, retail, public sector, accountancy and management.

COURSE CONTENT

Economics encourages learners to think as economists and develop the appropriate range of analytical, critical and reasoning skills to achieve this objective.

This qualification will teach learners to explain, analyse and evaluate the role of markets and the government within a market economy. They will learn about the basic market models and are encouraged to deepen their understanding of the economic concepts studied by applying these to relevant current and historical economic issues. This should include reading articles with economic data, graphical representations or discussions of economic problems.

Learners will be encouraged to make reasoned and informed judgements using both qualitative and quantitative evidence. They will learn how to select and interpret data as well as understand its possible limitations.

Economics provides an engaging and comprehensive introduction to Economics drawing on local, national and global contexts.

Component 01 introduces learners to the main economic agents, the basic economic problem and the role of markets, including the labour market and the importance of the financial sector.

Component 02 focusses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government. Other aspects are the importance of international trade and the impact of globalisation.

ASSESSMENT OBJECTIVES

- AO1 Demonstrate knowledge and understanding of economic concepts and issues.
- AO2 Apply knowledge and understanding of economic concepts and issues to a variety of contexts.
- AO3 Analyse and evaluate economic evidence and issues to demonstrate understanding of economic behaviour, make judgements and draw conclusions.

ASSESSMENT STRUCTURE

Economics Paper 1: Introduction to Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Introduction to Economics and The role of Markets and Money.

This examination is worth 80 marks, split into two sections and assesses content from the 2 units mentioned above. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks.

Economics Paper 2: National and International Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.



This examination is based on 2 units of study. These include Economic Objectives and the role of Government and International Trade and the Global Economy. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks. Section A and Section B are the same structure as the Business 1 paper.

GROUPINGS

To study GCSE Economics you must have already achieved a level 3M in English and Mathematics by the time the Year 8 Reports are published in February. We have 2 classes of 25-30 students.

HOMEWORK INFORMATION

- Complete Unit 1, Unit 2 and Unit 3 past examination papers
- Economics online specific tasks
- Research examples to put concepts into context
- Encouragement of reading around the subject
- Taking an interest in current affairs e.g. watching BBC news, Channel 4 News and the Guardian.
- Explore the Bank of England website
- Complete different exercises using the following websites:
- www.timesonline.co.uk
- <http://www.hm-treasury.gov.uk>
- <http://www.ft.com>
- <http://www.euroemu.co.uk>
- <http://www.bankofengland.co.uk>
- <http://www.ifs.org.uk/>.

Homework should be set every week and consist of exam questions; research to support further learning. It should take between 15 minutes and 30 minutes.

EXTENDED STUDY INFORMATION

- Read/subscribe to Economics Today, The Economics Review or The Economist
- Reading or researching the broadsheet papers (The Independent, The Times, The Guardian, The Daily Telegraph, The Financial Times). You will need to get in the habit of scanning through newspapers and identifying relevant articles
- Follow the economics blog on www.tutor2u.net or sign up to follow Geoff Riley on twitter
- Set www.bbc.co.uk/news as your homepage, looking especially at the economics news

ENRICHMENT OPPORTUNITIES

The Business Education department offers a wide range of enrichment activities for students from extra-curricular opportunities such as the fantasy stocks and shares league competition set up by the Institute of Financial Services to in-house competitions and guest speakers. In Year 9, students are given the opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany. Additionally Year 9 Economics students are offered the opportunity to visit The Bank of England in London in order to enhance students' understanding of Economics and its impact on day-to-day life.

EQUIPMENT NEEDED

Black and green Pens
Pencil
Ruler (very important)
Rubber
Sharpener

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Test students on subject vocabulary
Provide newspaper cuttings / links to news websites of relevant articles



Help them to research

Work through the Unit 1 and Unit 2 revision guides. Students can work through the questions and complete summaries of the material covered.

Encourage active revision (doing exercises and answering exam questions) is better than passive revision (reading a revision guide).

Read the examiners reports and mark schemes with your child. Talk to your child about what they are learning.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Google classroom code:

Yr 9 6k4h62o

Yr 10 530hn2

Yr 11 1yan730

TEXTBOOKS OR REVISION GUIDES

OCR GCSE (9-1) Economics

Clive Riches, Christopher Bancroft, Jan Miles-Kingston

ISBN: 9781471888342

Published: 28/04/2017

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader:



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1	<p>GCSE Economics course unit 1: What is the Economic Problem? Topics covered:</p> <ol style="list-style-type: none"> 1. Defining the economic problem 2. Scarcity, choice and opportunity cost 3. Approaches to the economic problem 4. What is specialisation? 	<p>GCSE Economics course unit 4: What are the Economic Objectives of the Government? Topics covered:</p> <ol style="list-style-type: none"> 1. Objectives of government policy 2. Economic growth 3. Costs and benefits of economic growth 4. Employment and unemployment 5. Inflation 6. Consequences of inflation 	<p>GCSE Economics course unit 8: Why is the UK in the European Union? Topic covered:</p> <ol style="list-style-type: none"> 1. European Union <p>GCSE Economics course unit 9: How is the UK's International Trade Recorded? Topics covered:</p> <ol style="list-style-type: none"> 1. Balance of payments 2. Balance of payments deficit <p>GCSE Economics course unit 10: What is the Economic Problem? Topics covered:</p> <ol style="list-style-type: none"> 1. Exchange rates 2. Exchange rates, the rate of interest and trade
ASSESSMENT OPPORTUNITIES	End of unit milestone	End of unit milestone	Past examination questions
2	<p>GCSE Economics course unit 2: What are Competitive Markets? Topics covered:</p> <ol style="list-style-type: none"> 1. Markets 2. Monopoly and monopoly power 3. Demand 4. The demand curve – rise or fall? 5. Price elasticity of demand 6. Supply 7. Price elasticity of supply 8. Determination of price in competitive markets (1) 9. Determination of price in competitive markets (2) 	<p>GCSE Economics course unit 5: How does the UK Government Raise and Spend Money? Topics covered:</p> <ol style="list-style-type: none"> 1. Government income and expenditure 2. Distribution and redistribution of incomes 3. Taxes and redistribution in income 4. Correcting market failure <p>GCSE Economics course unit 6: Which Policies can the UK Government Use? Topics covered:</p> <ol style="list-style-type: none"> 1. Fiscal policy 2. Money and interest rates 	<p>GCSE Economics course unit 11: How does a Country Become More Competitive? Topics covered:</p> <ol style="list-style-type: none"> 1. Factors influencing competitiveness 2. Government policy and international competitiveness 3. The UK and globalisation <p>GCSE Economics course unit 12: Why do Some Less Developed Countries Struggle to Achieve Growth and Benefit from International Trade? Topics covered:</p> <ol style="list-style-type: none"> 1. Poverty 2. Limits to benefiting from globalisation



		<ol style="list-style-type: none"> 3. Monetary and interest rate policy 4. Supply-side policies 5. Government policies and conflicts 	<p>GCSE Economics course unit 13: What Measures may be used to Support Growth in Less Developed Countries? Topic covered:</p> <ol style="list-style-type: none"> 1. Ways of supporting growth
ASSESSMENT OPPORTUNITIES	End of unit milestone	End of unit milestone	Past examination questions
3	<p>GCSE Economics course unit 3: How do Firms Operate in Competitive Markets? Topics covered:</p> <ol style="list-style-type: none"> 1. Costs, revenues and profit 2. Productivity 3. Growth of firms 4. Economies and diseconomies of scale 5. Rewards for labour 6. Differences in wage rates 	<p>GCSE Economics course unit 7: The UK Economy and Globalisation. Topics covered:</p> <ol style="list-style-type: none"> 1. Globalisation 2. Multinationals 3. International specialisation and trade 4. The World Trade Organization 5. Patterns of trade 6. Protectionism 7. China and India 	<p>Pre-release theme mock exam</p> <p>Pre-release exam preparation</p> <p>Revision</p>
ASSESSMENT OPPORTUNITIES	End of unit milestone	End of unit milestone	Past examination questions FINAL EXAMINATION



OVERVIEW

English is a vital subject; most employers look for good grades in English and Mathematics. Working hard and improving in this subject will help you in all your other subjects. All Chiltern Edge students will be dual entered for English Language and English Literature.

What does the course include?

We follow the AQA GCSE courses for both English Language and English Literature.

Both courses are linear with the final examinations to be taken at the end of two years. There are no controlled assessment or coursework elements. Formative assessments will be built into our curriculum design to enable us to monitor student progress, and there will be mock examinations to help support students.

These courses should enable students to:

- Read a wide range of fiction and non-fiction texts fluently and with good understanding
- Read critically, and use knowledge gained from wider reading to inform and improve their own writing
- Write effectively and coherently using Standard English
- Develop their skills in writing creatively and functionally
- Use accurate spelling, punctuation and grammar
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and speaking and listening.

COURSE CONTENT

GCSE English Language

- Paper 1: Explorations in Creative Reading and Writing
- Paper 2: Writers' Viewpoints and Perspectives
- Non-examination Assessment: Spoken Language – a separate certificate

For GCSE English Literature you will be assessed through two examinations:

- Paper 1: Shakespeare and the 19th Century Novel – Macbeth and Jekyll and Hyde
- Paper 2: Modern Texts and Poetry - An Inspector Calls and Power and Conflict poetry

ASSESSMENT OBJECTIVES

English Language

AO1:

- identify and interpret explicit and implicit information and ideas
select and synthesise evidence from different texts

AO2:

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3:

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4:

- Evaluate texts critically and support this with appropriate textual references

AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6:

- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)



English Literature

AO1:

- Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2:

- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3:

- Show understanding of the relationships between texts and the contexts in which they were written.

AO4:

- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

ASSESSMENT STRUCTURE

For GCSE English Language you will be assessed through two examinations:

- Paper 1: Explorations in Creative Reading and Writing – 1 hour 45 minutes / 50% of the GCSE
- Paper 2: Writers' Viewpoints and Perspectives – 1 hour 45 minutes / 50% of the GCSE
- Non-examination Assessment: Spoken Language – a separate certificate

For GCSE English Literature you will be assessed through two examinations:

- Paper 1: Shakespeare and the 19th Century Novel – 1 hour 45 minutes / 40% of the GCSE
- Paper 2: Modern Texts and Poetry – 2 hours 15 minutes / 60% of the GCSE

All of the examinations for Literature are closed book examinations; this means that the students cannot take copies of the texts in the examinations.

GROUPINGS

Mixed ability

HOMEWORK INFORMATION

1-2 x per week 1 hour

Consolidation of classwork, exam style questions, extended reading, spellings (commonly misspelled words), research projects.

EXTENDED STUDY INFORMATION

A reading list will be made available, DEAR during registration

ENRICHMENT OPPORTUNITIES

Theatre visits, visiting authors, homework club

EQUIPMENT NEEDED

Black pen, ruler, pencil, eraser

The Oxford English Mini Dictionary & Thesaurus *

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

sparknotes.com

schoolreadinglist.co.uk

bbc.com/education



dictionary.cambridge.org

aqa.org.uk/subjects/english/gcse

TEXTBOOKS OR REVISION GUIDES

These should be the ones that we use in school: name, author and ISBN

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr N. Ford

TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Jekyll and Hyde	An Inspector Calls
ASSESSMENT OPPORTUNITIES	Extract analysis and whole text questions AQA exam style questions	Extract and whole text questions AQA exam style questions
2	Conflict and Power poetry	English Language paper 1
ASSESSMENT OPPORTUNITIES	Paired poem assessments AQA exam style questions	AQA exam style questions AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing.
3	Macbeth	English Language paper 2
ASSESSMENT OPPORTUNITIES	Extract analysis and whole text questions AQA exam style questions	AQA exam style questions AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing.
4	Unseen poetry	PPE
ASSESSMENT OPPORTUNITIES	Poetry analysis AQA exam style questions	Past papers – Language AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing.
5	Conflict and power poetry	PPE
ASSESSMENT OPPORTUNITIES	Poetry analysis/ grouped poem questions AQA exam style questions	Past papers - Literature
6	English Language paper 1	
ASSESSMENT OPPORTUNITIES	AQA exam style questions AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing.	



To be added

**OVERVIEW**

Having a French GCSE will enable you to stand out from the crowd. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

COURSE CONTENT

The new GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing taken at the end of Year 11. Thematic and linguistic revision will therefore be strategically planned. Thematic and linguistic progression will be linked.

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes.

The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

There are three broad themes:

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

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

ASSESSMENT OBJECTIVES AND STRUCTURE

The GCSE French specification is a linear course with terminal examinations in the 4 skills of listening, speaking, reading and writing. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic, skill-based and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Non-examined assessment - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)

GROUPINGS

Options Groups

HOMEWORK INFORMATION

All homework tasks will appear on SMHW and will last 30-60 minutes per week.

Examples:

1. Learning vocabulary off by heart (15-20 words at a time)
2. Completing grammar exercises
3. Translating from English to French and vice-versa (usually sentences or short paragraphs)
4. Reading/listening comprehensions
5. Longer written pieces
6. Preparation for assessments

EXTENDED STUDY INFORMATION

Guide them towards extra vocabulary and grammar practice eg:

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/french>



<http://www.gcse.com/french>
<http://www.frenchteacher.net/free-resources/samples>
www.duolingo.com
www.newsinslowfrench.com
www.aqa.org.uk

Encourage them to read about their favourite celebrity, music, sport in French by googling them on www.google.fr

Get them interested in current affairs using the Journal des Enfants: <http://www.jde.fr>

Get them interested in wider French/Francophone culture eg: reading translations of French language novels, children's fables/fairytales/finding out about key periods in French history ...

Go to France and make them do all the transactions!

ENRICHMENT OPPORTUNITIES

What will the school provide? Trips? Clubs? Visiting speakers?

EQUIPMENT NEEDED

Bilingual dictionary

Rough book

A4 ring binder

Highlighters

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Even if you don't speak a word of French you can help:
- Test them on the meanings of French words when they have to learn vocab or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- Ask them to show you where they have included the elements required by the markscheme to get the grade they are aiming for.
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?
- Ask them what certain words mean – how spontaneously can they answer you?
- If they are preparing a speaking exam – listen to them for 10 minutes each day in the run-up to the test so they become confident in their topics.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

See Extended Study Information above

TEXTBOOKS OR REVISION GUIDES

Oxford AQA French Higher/Foundation textbook

Corinne Dzuilka-Heywood, Jean-Claude Gilles, Stuart Glover, Steve Harrison, Amandine Moores

Higher – ISBN 978-0-19-836583-9

Foundation – ISBN 978-0-19-836584-6

CONTACTS / ANY FURTHER INFORMATION

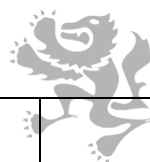
Curriculum Leader:



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	<p><u>Theme 1: Identity & Culture</u></p> <p>Me, my family and friends Relationships with family Marriage and Partnership</p> <p>Foundation Using avoir (to have) and être (to be) Possessive adjectives (my, your, his, her) Reflexive verbs Adjective agreement Comparatives and superlatives</p> <p>Higher Reflexive verbs Adjective agreement Comparatives and superlatives Direct object pronouns Regular verbs in present tense Adverbs of frequency</p>	<p>Theme 2: Local, national and global areas of interest</p> <p>Holidays and travel</p> <p>Foundation Using prepositions for countries and modes of transport Using negatives Sequencing words and phrases Depuis + the present tense The pronoun y Revision of the perfect tense with avoir Revision of the perfect tense with être Revision of the imperfect tense of –er verbs Revision of the imperfect tense of avoir, être and faire</p> <p>Higher Revision of using the imperfect and perfect tenses together Après avoir / être + past participle Venir de + infinitive Using three-time frames : past, present and future Revision of the imperfect tense</p>
ASSESSMENT OPPORTUNITIES	Fortnightly vocab tests Skills test during assessment week	Fortnightly vocab tests Skills test during assessment week
2	<p>Theme 1: Identity and Culture</p> <p>Technology in everyday life: Social Media and the Internet</p> <p>Foundation The present tense of regular -er verbs Using avec and sans The present tense of common irregular verbs Using <i>grâce à / sans / avec</i></p> <p>Higher The present tense of regular –ir and –re verbs Using on Aller, faire and other common irregular verbs The pronouns moi, toi, lui and elle Present tense of more irregular verbs <i>Il est possible</i> + subjunctive Enhanced statements of possibility including <i>permettre de</i></p>	<p>Theme 2: Local, national and global areas of interest</p> <p>Environment, poverty and homelessness Revision for trial exams</p> <p>Foundation Revision of devoir and pouvoir + infinitive Recognising pouvoir, vouloir and devoir in the conditional Using si + present tense Si clauses + present tense + future tense The imperative (vous form) The imperative (tu form) Verbs of possibility Permettre de + infinitive</p> <p>Higher Recognising and using the pluperfect tense Revision of en and y</p> <p>The subjunctive Present-tense forms of the subjunctive</p>
ASSESSMENT OPPORTUNITIES	Fortnightly vocab tests Skills test during assessment week	Trial exam in listening, speaking, reading and writing



<p>3</p>	<p>Theme 3: Local, national, international and global areas of interest.</p> <p>House, home and local area</p> <p>Foundation Revision of the position and agreement of adjectives Plurals of nouns Negative phrases followed by de Partitive articles</p> <p>Higher Negative phrases followed by de Partitive articles The conditional of regular verbs The conditional of irregular verbs Demonstrative adjectives Prepositions Recognising possessive pronouns Revision of comparative and superlative adjectives</p>	<p>Theme 1: Identity and Culture</p> <p>Music, cinema, TV Sport Eating out</p> <p>Foundation/Higher Revision of the present tense of regular verbs</p> <p>Question words</p> <p>The perfect tense of regular verbs</p> <p>The perfect tense with <i>être</i> Quantities Adverbs of frequency Verb + infinitive The pronoun en</p> <p>Using subordinating conjunctions Jouer à and faire de Developing sentences using quand, lorsque and si Opinion verbs</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Fortnightly vocab tests Skills test during assessment week</p>	<p>Fortnightly vocab tests Skills test during assessment week</p>
<p>4</p>	<p>Theme 2: Local, national, international and global areas of interest.</p> <p>Charity and voluntary work Healthy and Unhealthy living</p> <p>Foundation <i>Vouloir</i> + infinitive Indefinite pronouns The conditional of vouloir and aimer En + present participle</p> <p>Higher <i>Vouloir que</i> + subjunctive <i>Il est possible</i> + subjunctive The conditional of vouloir and aimer En + present participle Using ce que</p>	<p>Theme 3: Current and future study</p> <p>Jobs, career choices and ambitions</p> <p>Foundation Using the pronouns ce qui and ce que Using intensifiers Revision of si clauses in the present tense Si clauses with the future tense</p> <p>Using verbs of liking and disliking Using verbs of liking and disliking in the conditional</p> <p>The passive voice in the present tense</p> <p>Revision of comparatives and superlatives</p> <p>Higher Using quand clauses with the future tense</p> <p>Two-verb structures</p> <p>Avoiding the passive Recognising the passive in the past and the future</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Fortnightly vocab tests Skills test during assessment week</p>	<p>Fortnightly vocab tests Skills test during assessment week</p>
<p>5</p>	<p>Theme 3: Current and future study and employment.</p> <p>Life at school/college</p> <p>Foundation Using adverbs Using de after quantities</p>	<p>Revision: Skills focus – listening, speaking, reading, writing and translation.</p> <p>Language focus: Transferable language Topic based vocabulary Verbs and tenses</p>



	<p>Revision of using the perfect tense of regular –er verbs Emphatic pronouns Adverbs of time and place</p> <p>Higher Revision of the perfect tense of –ir and –re verbs Revision of the perfect tense of irregular verbs Revision of the perfect tense with être</p> <p>transfer devoir/pouvoir/il faut/vouloir to school rules context si clauses using imperfect and conditional quantity words beaucoup/trop/assez/pas assez + de (including with plurals)</p>	
ASSESSMENT OPPORTUNITIES	Year 10 exam in listening, speaking, reading and writing	Terminal GCSE exam
6	<p>Theme 1: Identity and Culture</p> <p>Customs and festivals Francophone culture</p> <p>Foundation Revision of the perfect tense with être The rules of agreement in the perfect tense Reflexive verbs in the perfect tense Using en, au / aux / à + countries and towns</p> <p>Using common expressions in the imperfect tense Indefinite articles The imperfect tense of common verbs Deciding between the perfect and imperfect tenses</p> <p>Higher Using the perfect infinitive Rules of agreement with the perfect infinitive</p> <p>Using the imperfect and perfect tenses together Revision of the imperfect tense</p>	
ASSESSMENT OPPORTUNITIES	Fortnightly vocab tests Skills test during assessment week	



OVERVIEW

“Geography is the subject which holds the key to the future” Michael Palin
 Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the ‘job for life’), so flexible learning is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning. Compared to other subjects, geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers.

COURSE CONTENT

The exam board is AQA and the qualification is linear so all students will sit the three papers at the end of the course.

Year 9 The challenge of natural hazards (tectonic hazards)

Year 10 The challenge of natural hazards (weather hazards and climate change)

Year 10 Urban issues and challenges

Year 10 Physical landscapes in the UK (coastal and river landscapes)

Year 10 Issue evaluation practice and Geographical skills

Year 10 Fieldtrips involving human and physical investigations

Year 11 The living world (ecosystems, tropical rainforests and cold environments)

Year 11 The changing economic world (development gap, Nigeria and UK)

Year 11 The challenge of resource management (UK food, water and energy management + ENERGY option)

Year 11 Issue evaluation

ASSESSMENT OBJECTIVES

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25 %).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35 %, including 10 % applied to fieldwork context(s)).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25 %, including 5 % used to respond to fieldwork data and context(s)).

ASSESSMENT STRUCTURE

There are three main parts to the GCSE assessment structure:

Paper 1: Living with the physical environment (35%)

This is a 1 hour 30 minute written examination that assesses all the physical modules of the course. It is in 3 sections, section A (The challenge of natural hazards) is worth 33 marks, section B (UK Physical Landscapes) is worth 30 marks and section C (The living world) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 2: Challenges in the human environment (35%)

This is a 1 hour 30 minute written examination that assesses all the human modules of the course. It is in 3 sections, section A (Urban issues and challenges) is worth 33 marks, section B (The changing economic



world) is worth 30 marks and section C (The challenge of resource management) is worth 25 marks. The type of questions can be multiple choice, short answer level of response and extended prose.

Paper 3: Geographical Applications (30%)

Question 1 is worth 37 marks and is an issue evaluation. The students will receive the issue booklet (a series of resources on the issue) 12 weeks prior to the exam and these will be discussed in lessons. The students will then be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context.

FIELDWORK

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on a fieldtrip which covers these requirements, which will cost around £20. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.

GROUPINGS

Mixed ability classes

HOMEWORK INFORMATION

Tasks may include:

1. Complete glossaries.
2. Practice examination questions.
3. Photo, map and graphical analysis.
4. Mind mapping of new case studies.
5. Research for extended questions and coursework.

Homework will be set weekly by the teacher and homework should take 40 minutes to complete.

EXTENDED STUDY INFORMATION

Explore these websites to extend your knowledge and learning of geography:

<http://www.bbc.co.uk/schools/gcsebitesize/geography>

<http://www.ined.fr/en>

<http://www.geographycat.co.uk>

ENRICHMENT OPPORTUNITIES

Students can attend The Summit every Tuesday 3.10-4.00 – a workshop aimed to support GCSE students with their studies. In Year 10, students have the opportunity to participate in two one day fieldtrips: Avon Beach in Dorset and Henley on Thames in South Oxfordshire.

EQUIPMENT NEEDED

Basic equipment as per the school's recommended equipment list.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents can:

- Go through folder and help with organisation
- Help with case study revision (map mapping / recall)
- Check understanding of key terms in their glossaries

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Google Classroom codes

TEXTBOOKS OR REVISION GUIDES



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	The challenge of natural hazards (II): weather hazards and climate change	The Living World (II): tropical rainforests (Malaysia) and cold environments (Svalbard). The changing economic world (I): the development gap
ASSESSMENT OPPORTUNITIES	GCSE Past paper questions Skills test Spelling test	GCSE Past paper questions Skills test Spelling test
2	Urban issues and challenges (I): the urban world – urbanisation and opportunities and challenges of urban growth in an NEE (Brazil/Rio de Janeiro)	The changing economic world (II): Nigeria, a newly-emerging economy and the changing UK economy.
ASSESSMENT OPPORTUNITIES	Mock exam (full past paper)	GCSE Past paper questions Skills test Spelling test
3	Urban issues and challenges (II): urban change in the UK and sustainable urban development	The challenge of resource management: The global distribution and importance of resources, provision of food water and energy in the UK and global ENERGY management
ASSESSMENT OPPORTUNITIES	GCSE Past paper questions Skills test Spelling test	GCSE Past paper questions Skills test Spelling test
4	Physical landscapes in the UK (I): coastal landscapes in the UK	Issue evaluation/revision
ASSESSMENT OPPORTUNITIES	GCSE Past paper questions Skills test Spelling test	Mock exam (full past paper)
5	Physical landscapes in the UK (II): river landscapes in the UK	Revision
ASSESSMENT OPPORTUNITIES	GCSE Past paper questions Skills test Spelling test	GCSE exams – Paper 1
6	Fieldwork and Geographical skills The Living World (I): ecosystems	Revision
ASSESSMENT OPPORTUNITIES	Mock exam (full past paper)	GCSE exams – Paper 2 and 3
Main textbook: GCSE geography AQA (Oxford University Press) edited by Simon Ross. ISBN 978 019 836661 4 Main revision guide: GCSE AQA Geography – Complete Revision and Practice by CGP. ISBN 978 1 78294 613 7		
CONTACTS / ANY FURTHER INFORMATION Curriculum Leader: Mr Yarwood		



OVERVIEW

Students of a modern foreign language learn key transferable skills for future jobs, for learning other foreign languages and they also gain insight into another culture. Students with German on their CV benefit from a 'unique selling point' and a language is a 'facilitating subject' which can be required for entry onto a university course.

German is particularly useful for students wishing to pursue careers in business, engineering, music as well as those who would like to spend some time abroad.

COURSE CONTENT

The course covers three key themes:

[Theme 1: Identity and culture](#)

[Theme 2: Local, national, international and global areas of interest](#)

[Theme 3: Current and future study and employment](#)

Students are taught different tenses, how to form opinions and give reasons, how to access authentic texts as well as key cultural insights.

ASSESSMENT OBJECTIVES

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

Students will have regular vocabulary tests in class.

ASSESSMENT STRUCTURE

Paper 1: Listening, Paper 2: Speaking (Examined by teacher and recorded), Paper 3: Reading, Paper 4: Writing.

GROUPINGS

Mixed ability

HOMEWORK INFORMATION

Up to one hour per week. This could be in the form of a reading, listening or writing task, learning vocabulary, grammar tasks or practising speaking. They may also have a research homework.

EXTENDED STUDY INFORMATION

It is a good idea to try and read a few poems, topics of interest and to use *Quizlet*, *Duolingo* or *Memrise* and Languages online, BBC Bitesize regularly.

ENRICHMENT OPPORTUNITIES

Currently there are no trips planned but this could be looked into for the future.

EQUIPMENT NEEDED

Folder for sheets. *CGP/Target/Stimmt Translation workbooks.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents can give their students regular vocabulary tests, ask them what they have just learnt in class, ask them questions when students have answers to practise.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

<https://quizlet.com/>

<https://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

<https://www.bbc.com/education/subjects/z8j2tfr>

TEXTBOOKS OR REVISION GUIDES

*AQA OUP German GCSE textbook Murphy/Riddell. Foundation – 0198365888, Higher - 019836587X

CONTACTS / ANY FURTHER INFORMATION

Mrs Foster



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Family and free time.	School topic. Festivals – Christmas.
ASSESSMENT OPPORTUNITIES	Formative – paragraphs of writing. Vocabulary test. Translation skills. Summative - Writing – 90 word task and translation.	Formative – holidays and past. Vocabulary test. Summative: Writing – 150 word task and translation.
2	Sport.	Future work possibilities.
ASSESSMENT OPPORTUNITIES	Formative – writing paragraphs. Vocabulary test. Summative: Speaking – conversation questions.	Formative: Vocabulary test. Summative: Listening and Reading.
3	Films and music.	Global ideas.
ASSESSMENT OPPORTUNITIES	Formative – Writing 150 word practice. Summative: Writing - 150 word task Listening	Formative: Vocabulary test. Summative: Speaking Writing 90 words Listening/Reading.
4	Films/music/internet/phones.	Extra speaking practice for examination end April/beginning of May.
ASSESSMENT OPPORTUNITIES	Formative: Vocabulary test. Reading	Summative: All 4 skills. Writing 150 words.
5	Healthy living/sport+revision topics	
ASSESSMENT OPPORTUNITIES	Formative: Vocabulary test. Writing – 90, 150 word and translation tasks Listening and Reading	Revision - vocabulary/grammar/past paper practice. GERMAN GCSE EXAMINATIONS
6	Holidays and all topics done this year.	
ASSESSMENT OPPORTUNITIES	Formative: Vocabulary test. Full speaking assessment – role-play, photo card and conversation on 2 Themes.	

HEALTH AND SOCIAL CARE

TO BE ADDED



MAIDEN ERLEGH
CHILTERN EDGE

HISTORY

TO BE ADDED



MAIDEN ERLEGH
CHILTERN EDGE

IT: CREATIVE iMEDIA*Y11 only

TO BE ADDED



MAIDEN ERLEGH
CHILTERN EDGE



OVERVIEW

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

ASSESSMENT OBJECTIVES

The teaching is structured such that we don't teach to the examination, we simply teach mathematics – and exam success is a consequence.

Additionally, we do not accelerate our pupils by entering them early for public examinations. Instead, we enrich their learning and stretch them through extension work and by using a wide range of harder questions and problems so that they are not limited by syllabus content.

ASSESSMENT STRUCTURE

Students are entered for either the foundation tier (grades 1 – 5 available) or the higher tier (grades 4 – 9 available). The entry decision is based on a multitude of factors, with previous assessment results playing a key part, as well as consideration of which tier will enable the best possible grade to be achieved by the student.

Both tiers follow the same format whereby students sit three papers, each of which is 1.5 hours in duration. Paper 1 is a non-calculator paper, and papers 2 and 3 are both calculator papers. All examinations are sat in the summer of year 11.

GROUPINGS

Students will continue to be taught in sets most suitable to their ability. Sets are formally reviewed at the end of each year, with any changes being effective as of the start of the next school year. Minor adjustments to sets, if warranted, may happen during the school year when conducting an informal review. However, too many set changes can be disruptive and sometimes counterproductive, and as such we try and limit them to exceptional circumstances.

HOMEWORK INFORMATION

Students should expect to receive one to two pieces of mathematics homework per week which should last approximately 30 - 60 minutes each. Homework tasks are set at the discretion of the class teacher and will be set based on the progress within a topic. Tasks can range from question and answer based homework that consolidates prior classroom learning, activities set on www.mymaths.co.uk, investigations, improvement work in response to feedback, end of topic review tasks, or / and revision for upcoming assessments.

Year 11 homework will mainly take the form of practicing and reviewing past exam papers.

EXTENDED STUDY INFORMATION

Often the most valuable, and yet often underutilised resource for students is their exercise book. Students should be actively encouraged to review their work on a regular basis, and especially when an assessment is approaching as students will often be provided with a revision list which will outline all topics that could be assessed.

Additionally, the school subscribes to mymaths - www.mymaths.co.uk . All students will be given a personal login for this website and this resource can be used to review learning done in class and also to complete online homework which a teacher can set on topics recently covered.

For a more open-ended selection of mathematics problems the rich website is useful - <http://rich.maths.org>. Students should click onto the 'Lower Secondary Student Home' section where they will find a selection of problems suitable for a variety of levels and abilities. There is a live problems section



titled 'Open for Solution' which provides opportunities for students to submit their own solution to a regularly updated mathematical problem. The website publishes the best solutions each month, referencing and recognising the achievement of the students who submitted these!

ENRICHMENT OPPORTUNITIES

Students in both year 9 and 10 will have the opportunity to be entered for the UKMT (United Kingdom Mathematics Trust) Intermediate Maths Challenge which takes place in February. The maths challenge will allow students to solve problems and test themselves nationally against the ablest mathematicians.

Students will also be offered the option of attending Maths Inspiration which is a national programme of interactive maths lecture shows for teenagers. Inspiring maths speakers present mathematics in the context of exciting, real-world applications followed by a lively Q and A session at the end.

EQUIPMENT NEEDED

In addition to the student's exercise book issued at the start of the academic year, the following pieces of equipment are essential in every mathematics lesson:

Blue / black pens, green pen, pencils, ruler, eraser, sharpener, glue stick, highlighters for marking (pink, green and yellow) and a scientific calculator (preferably the CASIO fx-83GT / plus or CASIO fx-85GT / Plus). These items, including the calculators are available in most supermarkets, stationary shops and online. Geometry set to include protractor and compass for some lessons.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage a positive and "can do" attitude towards maths

Ensure students have the correct equipment required for maths lessons

Help with functional skills – get your child to relate maths to real life situations, e.g. reading bus and train timetables, estimating shopping bills and finding best buys in shops

Help your child to read from an analogue clock and promptly recall times tables.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.mymaths.co.uk

<https://www.bbc.com/education/examspecs/z9p3mnb>

www.emaths.co.uk

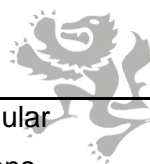
www.nrich.maths.org



Weeks	COURSE CONTENT: Knowledge and skills					
	Year 9	Year 10 & 11 Foundation		Year 10 & 11 Higher		
<p>Number : Bounds – Standard Form – Percentages – Reverse Percentage – Simple Interest - Factors and Multiples – Prime Factors – Ordering Decimals - Rounding - Estimating - Place Value - Adding and Subtracting - Multiplying and Dividing - Using Negative Numbers - Squares, Cubes and Roots - Index Laws.</p> <p>Geometry and Measures : Area and Perimeter of 2D Shapes – Surface Area of 3D Solids – Area and Circumference of Circles – Volume of Prisms - Nets and</p>		Week	Title	Week	Title	
		1	Algebraic Indices	1	Algebraic Indices	
			Substitution		Simplifying Algebraic Expressions	
			Simplifying Algebraic Expressions			
		2	Expanding Single Brackets	2	Expanding Single and Double Brackets	
			Expanding Double Brackets		Factorising Single and Double Brackets	
			Factorising Single Brackets	3	Solving Linear Equations	
		3	Factorising Double Brackets			
		4	Solving Linear Equations	4	Solving Linear Inequalities	
		5	Solving Linear Inequalities		Representing inequalities graphically	
			5	Representing Linear Inequalities on a Number Line	Rearranging Formulae	
		6		Rearranging Formulae	5	Rearranging Formulae with an unknown on both sides
			Solving Linear Simultaneous Equations	6		Manipulating Algebraic Fractions



Plan / Elevation of 3D Solids – Angles and Parallel Lines – Similar Shapes – Congruent Shapes – Transformations (Reflection, Rotation, Enlargement and Translation) - Exterior and Interior Angles of Regular Polygons - Congruent Triangles – Similar Triangles – Construction – Scale Drawings and Maps - Pythagoras' Theorem Probability and Statistics : Averages – Pie Charts – Stem and Leaf – Two Way Tables – Scatter Graphs – Time Series – Frequency Polygons – Venn Diagrams – Mutually Exclusive Events – The “or” and “and” rule for probability. - Coordinates and	7	Generating Sequences	7	Solving Algebraic Fractions
		Using the nth term of a sequence		Solving Quadratic Equations – By Factorising and Using the Quadratic Formula
	8	Midpoint of line segments	8	Solving Quadratic Equations – By Completing the Square and Graphically
		Plot straight-line graphs from tables of values		Solving Linear Simultaneous Equations
	9	Finding the gradient of a line.	9	Solving Quadratic Simultaneous Equations
		Understand what m and c represent in $y = mx + c$		Linear Graphs – $y = mx + c$
	10	Distance-time graphs	10	Linear Sequences
		Real-life graphs		Quadratic Sequences
	11	Fractions	11	Perimeter and Area of 2D Shapes
		Fractions, Decimals and Percentages		Surface Area and Volume of Prisms
	12	Percentage Increases and Decreases	12	Area of a Sector
		Reverse Percentages		Length of an Arc
		Compound Interest		
	13	Angles in Parallel Lines	13	
		Properties of Shapes		
	14	Interior and Exterior Angles	14	



<p>Midpoints – Distance Tables – Conversion Graphs – Distance Time Graphs</p> <p>Ratio, Proportion and Rates of Change : Using unitary Methods to solve problems – Proportional Division - Relate Ratios to Fractions and to Linear Functions - Direct and Inverse Proportion</p> <p>Algebra : Substitution – BIDMAS - Index Laws – Expanding Brackets – Factorising Algebraic Expressions - Sequence and nth term – Recognise, name and plot straight line graphs parallel to the axes – Recognise cubic, inverse, exponential and circular graphs</p>		of Regular Polygons		Pythagoras' Theorem	
		Geometrical patterns	15	Worted Problems involving Pythagoras' Theorem	
		Similarity and enlargement	15	Trigonometry – Finding the Missing Side	
		Similarity and Congruence			
		Transformations – Reflection, Translation and Reflection	16	Trigonometry – Finding the Missing Angle	
		Transformations - Enlargement	17	The Sine Rule – Missing Length	
		Combining Transformations			
		Using Ratios	18	The Sine Rule – Missing Angle	
		Comparing Ratios			
		Proportion – Unitary Method	19	Area of a Triangle	
		Direct and Inverse Proportion			
		Rounding	20	The Cosine Rule – Missing Length	
		Estimating			
		Squares, cubes and roots			
		Working with Decimals			
		Factors and multiples	21	The Cosine Rule – Missing Angle	
		Prime Factor Decomposition			
				19	Angle Properties of Shapes
				20	Interior and Exterior Angles of Regular Polygons
					Transformations – including negative scale factor enlargement
				Bearings	



<p>– Plot Linear and Quadratic Graphs – $y = mx + c$.</p>	22	Area and Perimeter of 2D Shapes	21	Loci and Construction	
		Area and Perimeter of Compound Shapes		22	Compound Measures Congruent Shapes
	23	Surface Area of 2D Shapes	23		Similar Shapes – linear scale factor
		Volume of prisms		Similar Shapes – area and volume scale factor	
	24	Area of a Circle	24	Fractions, Decimals and Percentages	
		Circumference of a Circle		Reverse Percentages	
	25	Standard Form	24	Growth and Decay	
	26	Plans and elevations		25	Ratio and Proportion
		Scale drawings and maps			Direct and Inverse Proportion
	27	Frequency Tables	26	Surds	
		Two Way Tables		27	Fractional Indices
		Stem and Leaf			Standard Form
	28	Representing data	28	Pie Charts	
		Pie charts		Stem and Leaf	
	29	Scatter graphs	31	Scatter Graphs	
		Time series		Time series	
	30	Averages	32	Two Way Tables	
	31	Comparing Data		32	Simple Probability
		Sampling			Venn Diagrams
	32	Simple Probability			
		Venn Diagrams			



		33	Probability Trees		29	Frequency
						Polygons
		34	Pythagoras' theorem		30	Averages
		35	Trigonometry			Sampling
		36	Vectors			Stratified Sampling
		37	Compound measures - DST		31	Cumulative Frequency
		38	Bearings			Box Plots
			Loci and Construction			Comparing Data
		32	Drawing		32	Drawing Histograms
						Interpreting Histograms
		33	Probability – Independent Events & Tree Diagrams		33	Probability – Independent Events & Tree Diagrams
			Conditional Probability			Conditional Probability
			Venn Diagrams and Set Notation			Venn Diagrams and Set Notation
		34	Circle Theorems		34	Circle Theorems
35	Vectors	35	Vectors			
36	Translating graphs of functions	36	Translating graphs of functions			
	Reflecting and stretching graphs of functions		Reflecting and stretching graphs of functions			
37	Trigonometric graphs	37	Trigonometric graphs			



				Transforming trigonometric graphs
			38	Iteration
			39	Functions - Inverse
				Functions - Composite
ASSESSMENT OPPORTUNITIES	<p>Content from each of the 6 National Curriculum strands will be taught in units across the year to ensure fair assessment of student progress.</p> <p>Termly assessments will focus on consolidation of key skills from the National Curriculum Programme of Study and begin covering content required for GCSE assessment.</p> <p>Focus of the course is for students to obtain 'Mastery of Skill' – acquisition of a deep understanding of subject content and to be able to apply it to help problem solve.</p>			



OVERVIEW

Music is a practical and theoretical course which helps students to make sense of their theory, composition, performance and listening and appraising skills through broad areas of study. It explains how and why composers composed music the way they did, how it can be interpreted and performed, and how music can influence others. This course is best suited for students who can sing or play an instrument to a graded level.

COURSE CONTENT

Component 1- Performing.

There will be two performances that students will submit for coursework. One will be a solo performance, and the other will be an ensemble performance. Students can choose which instrument they wish to perform on, and they will be marked on their use of technique, expression, interpretation and accuracy and fluency of their performance.

Component 2- Composing

There will be two compositions you will submit for coursework. One will be free brief which you can compose a piece of your choice, in any style and a set brief which Edexcel will release and be based on one of the set works. Students will be assessed on their developing ideas, demonstrating technical control and composing with musical coherence.

Component 3-Listening and Appraising

1 Hour and 45 minute long listening and appraising examination paper based on the set works that the students will have studied throughout the course.

There are four areas of study that you will be studying throughout this course. These are:

Area of study	Set works
Instrumental Music 1700–1820	<ul style="list-style-type: none"> • J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	<ul style="list-style-type: none"> • H Purcell: Music for a While • Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	<ul style="list-style-type: none"> • S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) • J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	<ul style="list-style-type: none"> • Afro Celt Sound System: Release (from the album 'Volume 2: Release') • Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

ASSESSMENT OBJECTIVES



Students must:		% in GCSE
AO1	Perform with technical control, expression and interpretation	30
AO2	Compose and develop musical ideas with technical control and coherence	30
AO3	Demonstrate and apply musical knowledge	20
AO4	Use appraising skills to make evaluative and critical judgements about music	20
Total		100%

ASSESSMENT STRUCTURE

Component 1 –

- Marks: 60
- Non-examined assessment marked by teacher.
- 30% of GCSE

The purpose of this component is to assess students' performing skills in both a solo and ensemble context. Students will be given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills. This component will also encourage students to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills.

Component 2 – Presenting a Performing Texts

- Marks: 60
- Non-examined assessment marked by teacher.
- 30% of GCSE

The purpose of this component is to assess students' skills in composing music and enables them to appreciate the process of creating music. Students will be introduced to the technical and creative skills required by a composer. Students will be encouraged to explore a range of compositional starting points and investigate a range of elements, techniques and resources for developing and manipulating ideas—turning them into completed pieces of music.

Component 3 –Listening and Appraising

- Marks: 80
- 1.45 hour exam
- 40% of GCSE

The purpose of this component is to assess students' listening and appraising skills through the study of music across a variety of styles and genres. It gives students the opportunity to reflect on, analyse and evaluate music in aural and/or written form. To achieve these objectives students need to use their knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context of music within the areas of study.

The component has two sections: In section A (68 marks), students will be assessed on their ability to identify the key musical features in the set works from the areas of study.

In section B (12 marks), students will be asked to compare in detail an extract of one of the set works with an extract of unfamiliar listening piece (which will be related to one of the set works)

GROUPINGS

Mixed ability or bands or sets



HOMEWORK INFORMATION

How long should it take? How often will it be set? What sort of tasks will be set?

EXTENDED STUDY INFORMATION

Reading around the subject

ENRICHMENT OPPORTUNITIES

A key feature of this course is the opportunity for students to see live music and trips to local concerts or the theatre will be arranged. Students who wish to pursue a career in music, or who are simply keen to expand their experience, can get involved in extra-curricular activities ranging from the main school production to lunch time music groups, performing in Edge Fest and taking part in workshops. Students will have the opportunity to go and see a live performance of the set works. Previous trips have been to go and see 'Wicked' and to the Sheldonian Theatre in Oxford to see the youth orchestra perform 'Star Wars. A new Hope.'

EQUIPMENT NEEDED

Please indicate any compulsory equipment needed. Any recommended but not essential mark with a *

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Practical tips to support your subject e.g. visit a museum, create a quiz to aid revision

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

Google Classroom codes

TEXTBOOKS OR REVISION GUIDES

These should be the ones that we use in school: name, author and ISBN

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss C Fay



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Introduction to GCSE Drama and development of key skills	Component 3 Performance and response preparation: Play study: Blood Brothers.
ASSESSMENT OPPORTUNITIES	Performance in the style of Stanislavski and Brecht.	Assessment – written response to exam style Qs
2	Component 1 – Devising Drama. Mock unit of the first 30% of the course	Component 2: Presenting and Performing Texts
ASSESSMENT OPPORTUNITIES	10 minutes devised performance Portfolio tracking the process	Writing Concept Proforma Practice
3	Component 3 – Written Exam Prep Section A Performance and Response preparation: Play study: Blood Brothers.	Component 2: Presenting and Performing Texts Preparing performance for visiting examiner. Writing Concept Proforma
ASSESSMENT OPPORTUNITIES	Assessment – Written response to exam style Qs	Visiting Examiner – Performance (2x10 min performances per group) – 20% Concept Proforma - 10%
4	Component 4 Written Exam Prep Section B Performance and response preparation: Responding to live theatre. Exam techniques.	Component 3 – Written Exam Prep Section A - 25% Performance and Response preparation: Play study: Blood Brothers.
ASSESSMENT OPPORTUNITIES	Assessment – Review theatre performance (Recorded National Theatre performance of Frankenstein)	Practice Exam Questions
5	Component 1 Devising Drama. Responding to a stimulus to create performance 10-15 minutes in length.	Component 4 Written Exam Prep Section B -15% Performance and response preparation: Responding to live theatre. Exam techniques.
ASSESSMENT OPPORTUNITIES	Assessment – Hand in of Section 1 of Portfolio – Research and Initial Ideas	Practice Exam Papers
6	Component 1 Devising Drama. Responding to a stimulus to create performance 10-15 minutes in length.	
ASSESSMENT OPPORTUNITIES	Assessment – Hand in of portfolio (20% Performance. (10%)	



OVERVIEW

This is an exciting and demanding course that is enjoyed very much by many students. The theoretical aspects are interesting and once learned, can support understanding other subjects, such as science.

The practical components of the course ensure that even the most energetic and talented students are constantly challenged.

COURSE CONTENT

What's assessed

- Applied anatomy and physiology
- Movement analysis
- Physical Training
- Use of data

What's assessed

- Sports psychology
- Socio-cultural influences
- Health fitness and well being
- Use of data

ASSESSMENT OBJECTIVES

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

ASSESSMENT STRUCTURE

Paper 1: The human body and movement in physical activity and sport

- Written exam: 1hour 15 minutes
- 78 marks
- 30% GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Written exam: 1hour 15 minutes
- 78 marks
- 30% GCSE

Non Exam assessment: Practical performance in physical activity and sport

What's assessed

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).



- Coursework - Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. Analysis and evaluation of performance to bring about improvement in one activity

How it's assessed

- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% GCSE

GROUPINGS

There will be one teaching group in which all students follow the same broad curriculum and work is differentiated by teachers to suit each students learning needs.

HOMEWORK INFORMATION

Homework will be set according to the unit being taught. This will predominantly be 1 x 40 minutes a week. Homework may involve practice examination answers, learning key information, undertaking research revising for tests or similar tasks.

EXTENDED STUDY INFORMATION

Students should try to read around the different subject areas that we cover on the PE curriculum. Students should also endeavour to watch a variety of sports and sporting events and keep up to date with sporting news and develops.

ENRICHMENT OPPORTUNITIES

- A variety of sports clubs on offer throughout the school year
- GCSE PE lunchtime drop in/revision sessions
- Opportunity to attend GCSE PE conference

EQUIPMENT NEEDED

- Exercise book
- Pen – blue/black and green
- Highlighters
- Textbook
- PE kit

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Provide the tools and ensure a quiet space for homework and revision.
- Show an interest in the subject, help with homework (but do not do it for them), test them when they ask you, devise mini quizzes.
- Agree the rules for homework or revision, help them to make a realistic timetable, balance work against the 'fun stuff' and revise the plans as necessary
- Find copies of old exam papers, search out websites, find out about the subject, exam structures and content
- Support with the students attendance at extra-curricular sports clubs and sporting opportunities outside of school at local sports clubs

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

BBC Bitesize - <https://www.bbc.com/education/examspecs/zp49cwx>

Twitter - @ChilternEdgePE

TEXTBOOKS OR REVISION GUIDES

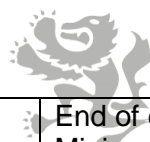
AQA GCSE (9-1) PE – Ross Howitt and Mike Murray ISBN: 978-147-1-85952-6

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Hunter



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	<p>Health, Fitness and Well-being – Paper 3 Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • The meaning of health and fitness: physical, mental/emotional and social health – linking to participation in physical activity to exercise, sport to health and well being • The consequences of a sedentary lifestyle • Obesity and how it may affect performance in physical activity and sport • Somatotypes • Energy Use • Reasons for having a balanced diet and the role of nutrients • The role of carbohydrates, fat, protein, vitamins and minerals • Reasons for maintaining water balance (hydration) 	<p>Physical training – Paper 1: the human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • Health and fitness recap, including the relationship between and health and fitness • The components of fitness • Linking sports and activities to the required components of fitness • Reasons for and limitations of fitness testing • Measuring the components of fitness and demonstrating how data is collected • The principles of training and overload • Applications of the principles of training • Types of training and there advantage and disadvantage of using these types for different sports • Calculating intensity • Considerations to prevent injury • High altitude training and seasonal aspects • Warming up and cooling down
ASSESSMENT OPPORTUNITIES	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – netball</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>
2	<p>Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • Bones and the function of the skeleton • Structure of the skeletal system/functions of the skeleton • Muscles of the body • Structure of a synovial joint • Types of freely moveable joints that allow different movements • How joints differ in design to allow certain types of movement • How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints 	<p>Sports Psychology – Paper 2: socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Examples of and evaluation of the types of feedback and guidance • Arousal and the Inverted U theory • Application of how arousal has to vary in relation to the skill/stress management technique • Aggression and personality • Intrinsic and extrinsic motivation, including evaluation of their merits



<p>ASSESSMENT OPPORTUNITIES</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>
<p>3</p>	<p>Movement Analysis – Paper 1: the human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • First, second and third class levers • Mechanical advantage • Analysis of basic movements in sporting examples • Planes and axes 	<p>Socio-Cultural influences – Paper 2: socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Engagement patterns and the factors affecting them • Commercialisation, sponsorship and the media • Positive and negative impacts of sponsorship and the media • Positive and negative impacts of technology • Conduct of performers and introduction to drugs • Sporting examples of drug taking • Advantages/disadvantages to the performer/the sport of taking PED's. • Spectator behaviour and hooliganism, including strategies to combat hooliganism
<p>ASSESSMENT OPPORTUNITIES</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>
<p>4</p>	<p>Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sports</p> <ul style="list-style-type: none"> • The pathway of air and gaseous exchange • Blood vessels • Structure of the heart and the cardiac cycle (pathway of blood) • Cardiac output and stroke volume (including the effects of exercise) • Mechanics of breathing and interpretation of a spirometer trace • Aerobic and anaerobic exercise • Recovery/EPOC • The short and long term effects of exercise 	<p>Non Examination Assessment:</p> <ul style="list-style-type: none"> • Analysis and evaluation of performance to bring about improvement in one activity
<p>ASSESSMENT OPPORTUNITIES</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>	<p>NEA coursework Practical Assessment</p>
<p>5</p>	<p>Sports Psychology – Paper 2: socio-cultural influences and well being in physical activity and sport</p> <ul style="list-style-type: none"> • Skill and ability, including classification of skill • Definitions and types of goals • The use and evaluation of setting performance and outcome goals, 	<p>Revision and exam technique</p>



	including the use of SMART targets to improve/optimize performance • Basic information processing	
ASSESSMENT OPPORTUNITIES	End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – Sports TBC	Practical assessment Mock exam (paper 1 and paper 2) – covering all content
6	Revision of year 1 content	Revision and Exam Technique
ASSESSMENT OPPORTUNITIES	Mock Exam Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC	

PHYSICAL EDUCATION: Pearson BTEC Level 1/ 2 First Award in Sport**OVERVIEW**

This is an exciting and demanding course that is enjoyed very much by many students. The First Award in Sport is designed for students who may wish to explore a vocational route throughout key stage 4, but is also suitable for other learners who want a vocationally focused introduction to this area of study. It has been developed to:

- Encourage personal development through practical participation and performance in a range of sports and exercise activities
- Give learners a wider understanding and appreciation of health related fitness, sports and exercise
- Encourage learners to develop their people, communication, planning and team working skills
- Give students the opportunity to progress to other vocational qualifications, such as Level 3 Nationals in Sport, or Sport and Exercise Sciences which will help you to enter employment in the sport and leisure sector
- Give students the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

COURSE CONTENT**ASSESSMENT OBJECTIVES**

Units are assessed as:

Level 2 – pass, merit, distinction

Level 1 – pass

The criteria are arrived at with reference to the following grade domains:

- Applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and process, to achieve tasks, produce outcomes and review the success of outcomes
- Developing and applying practical and technical skills, acting with increasing independence to select and apply skills through process and with effective use of resources to achieve, explain and review the success of intended outcomes
- Developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills.

ASSESSMENT STRUCTURE

Unit		Assessment Method
1	Fitness for Sport and Exercise Fitness for sport and exercise is core to the programme of study. This unit has links to, and underpins, the other units for sport. In learning aim A you will cover the components of physical and skill related fitness and	1 hour exam



	the principles of training. Learning aim B explores the different fitness training methods for developing components of fitness, and for learning aim C you will gain knowledge and skills in undertaking and administering fitness tests.	
2	Practical Sports Performance In this unit you will: A – understand the rules, regulations and scoring systems for selected sports B – Practically demonstrate skills, techniques and tactics in selected sports C – be able to review sports performance	Coursework
4	The Sports Performer in Action In this unit you will: A – know about the short term responses and the long term adaptations of the body systems to exercise B- Know about the different energy systems used during sports performance	Coursework
5	Training for Personal Fitness In this unit you will: A – design a personal fitness training programme B – know about the exercise adherence factors and strategies for continued training success C – Implement a self-designed personal fitness training programme to achieve own goals and objectives D – review a personal fitness training programme	Coursework

GROUPINGS

There will be one teaching group in which all students follow the same broad curriculum and work is differentiated by teachers to suit each students learning needs.

HOMEWORK INFORMATION

Homework will be set according to the unit being taught. This will predominantly be 1 x 40 minutes a week. Homework may involve practice examination answers, learning key information, undertaking research revising for tests or completing coursework.

EXTENDED STUDY INFORMATION

Students should try to read around the different subject areas that we cover on the PE curriculum. Students should also endeavour to watch a variety of sports and sporting events and keep up to date with sporting news and develops.

ENRICHMENT OPPORTUNITIES

- A variety of sports clubs on offer throughout the school year
- BTEC Sport lunchtime drop in/catch up sessions

EQUIPMENT NEEDED

- Exercise book
- Pen – blue/black and green
- Highlighters
- Textbook
- PE kit

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Provide the tools and ensure a quiet space for homework and revision.



- Show an interest in the subject, help with homework (but do not do it for them), test them when they ask you, devise mini quizzes.
- Agree the rules for homework or revision, help them to make a realistic timetable, balance work against the 'fun stuff' and revise the plans as necessary
- Find copies of old exam papers, search out websites, find out about the subject, exam structures and content
- Support with the students attendance at extra-curricular sports clubs and sporting opportunities outside of school at local sports clubs

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

BBC Bitesize - <https://www.bbc.com/education/examspecs/zp49cwx>

Twitter - @ChilternEdgePE

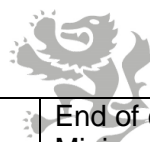
TEXTBOOKS OR REVISION GUIDES

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Hunter



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	<p>Health, Fitness and Well-being – Paper 3 Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • The meaning of health and fitness: physical, mental/emotional and social health – linking to participation in physical activity to exercise, sport to health and well being • The consequences of a sedentary lifestyle • Obesity and how it may affect performance in physical activity and sport • Somatotypes • Energy Use • Reasons for having a balanced diet and the role of nutrients • The role of carbohydrates, fat, protein, vitamins and minerals • Reasons for maintaining water balance (hydration) 	<p>Physical training – Paper 1: the human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • Health and fitness recap, including the relationship between and health and fitness • The components of fitness • Linking sports and activities to the required components of fitness • Reasons for and limitations of fitness testing • Measuring the components of fitness and demonstrating how data is collected • The principles of training and overload • Applications of the principles of training • Types of training and there advantage and disadvantage of using these types for different sports • Calculating intensity • Considerations to prevent injury • High altitude training and seasonal aspects • Warming up and cooling down
ASSESSMENT OPPORTUNITIES	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – netball</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>
2	<p>Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • Bones and the function of the skeleton • Structure of the skeletal system/functions of the skeleton • Muscles of the body • Structure of a synovial joint • Types of freely moveable joints that allow different movements • How joints differ in design to allow certain types of movement • How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints 	<p>Sports Psychology – Paper 2: socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Examples of and evaluation of the types of feedback and guidance • Arousal and the Inverted U theory • Application of how arousal has to vary in relation to the skill/stress management technique • Aggression and personality • Intrinsic and extrinsic motivation, including evaluation of their merits



<p>ASSESSMENT OPPORTUNITIES</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>
<p>3</p>	<p>Movement Analysis – Paper 1: the human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • First, second and third class levers • Mechanical advantage • Analysis of basic movements in sporting examples • Planes and axes 	<p>Socio-Cultural influences – Paper 2: socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Engagement patterns and the factors affecting them • Commercialisation, sponsorship and the media • Positive and negative impacts of sponsorship and the media • Positive and negative impacts of technology • Conduct of performers and introduction to drugs • Sporting examples of drug taking • Advantages/disadvantages to the performer/the sport of taking PED's. • Spectator behaviour and hooliganism, including strategies to combat hooliganism
<p>ASSESSMENT OPPORTUNITIES</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>
<p>4</p>	<p>Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sports</p> <ul style="list-style-type: none"> • The pathway of air and gaseous exchange • Blood vessels • Structure of the heart and the cardiac cycle (pathway of blood) • Cardiac output and stroke volume (including the effects of exercise) • Mechanics of breathing and interpretation of a spirometer trace • Aerobic and anaerobic exercise • Recovery/EPOC • The short and long term effects of exercise 	<p>Non Examination Assessment:</p> <ul style="list-style-type: none"> • Analysis and evaluation of performance to bring about improvement in one activity
<p>ASSESSMENT OPPORTUNITIES</p>	<p>End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC</p>	<p>NEA coursework Practical Assessment</p>
<p>5</p>	<p>Sports Psychology – Paper 2: socio-cultural influences and well being in physical activity and sport</p> <ul style="list-style-type: none"> • Skill and ability, including classification of skill • Definitions and types of goals • The use and evaluation of setting performance and outcome goals, 	<p>Revision and exam technique</p>



	including the use of SMART targets to improve/optimize performance <ul style="list-style-type: none">• Basic information processing	
ASSESSMENT OPPORTUNITIES	End of chapter test Mini quizzes – knowledge recaps Key word definition test Practical assessment – Sports TBC	Practical assessment Mock exam (paper 1 and paper 2) – covering all content
6	Revision of year 1 content	Revision and Exam Technique
ASSESSMENT OPPORTUNITIES	Mock Exam Mini quizzes – knowledge recaps Key word definition test Practical assessment – sports TBC	

COMBINED and SINGLE SCIENCES: EDEXCEL



OVERVIEW

The Year 9 course next year will give students an opportunity to consolidate their Foundation Stage learning and there is a focus on further developing their skills for the GCSE courses. All students will start the GCSE course's content in science in the September of Year 9.

All the science GCSE courses aim to encourage students: to develop a critical approach to scientific evidence, to explore the implications of science for society, and to develop scientific literacy needed by every citizen. As students' progress into Years 10 and 11 the courses will encourage them to explore: explaining, theorising and modelling in science and also encourage students to develop a critical approach to scientific evidence.

In today's world where Science knowledge is crucial I believe that a good ground in all 3 is very important. For example, the UK government estimate that for the current Year 11 (2018) by the time they reach the workplace 53% of all new careers will be Science based.

	Triple	Combined
Content	Deeper and more content, for example the Brain, Astronomy, Quantum Physics etc.	Less profound content and less complex mathematical equations (particularly in Physics).
Science?	Biology, Chemistry and Physics	Biology, Chemistry and Physics
How many exams?	6 – 2 Bio, 2 Chem, 2 Phys 1hr 10 minutes each	6 – 2 Bio, 2 Chem, 2 Phys 1hr 45 minutes each
Career aspirations?	Medicine, Veterinary, Lawyer, Nursing, Midwifery, Dentistry etc. Highly academic or scientific careers	Any other career
How many GCSEs do they get?	3 – 1 for each Science	2 – which say “Combined Science” on the certificate.

ASSESSMENT OBJECTIVES

AO1: Demonstrate knowledge and understanding of scientific ideas, scientific techniques and procedures. Roughly will be 40% of the marks allocated in each paper

AO2: Apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. Roughly will be 40% of the marks allocated in each paper

AO3: Analyse information and ideas to interpret/evaluate, make judgements and draw conclusions and develop and improve experimental procedures. Roughly will be 20% of the marks allocated in each paper
More extensive Pupil Learning Checklists are given to pupils before beginning to study a specific topic.

ASSESSMENT STRUCTURE

All GCSEs in Science are assessed by examinations. In addition, there are required practicals that are completed as a part of the normal teaching lessons, these practicals are assessed in the GCSE examinations.

The Combined Science course has 6 examinations, each 1 hour and 10 minutes long.

Students will need to sit two of the papers for each subject; Biology, Chemistry, and Physics.

GROUPINGS



All students in Year 9 will be studying the GCSE Combined Science course which leads to two GCSEs in science. Those students who work at a high enough standard in Year 9 will be able to progress to the three Single Science GCSEs (triple science) which takes place after Christmas in Year 10.

Progression into the study of science at A level and beyond is available whether a student has studied combined science or single sciences.

In Year 9 we start the Edexcel GCSE Combined Science course. At the end of Year 9 some students will begin the Entry level certificate in Science which is intended to help students prepare to take their GCSEs. In Year 10 some students (the top 30% of the cohort) move onto the Edexcel GCSE Biology, Chemistry and Physics courses.

HOMEWORK INFORMATION

In Year 9 and 10 homework is based around the idea of consolidation of work covered in class. This will be via a quiz set after every lesson that can be completed on phones, tablets and other electronic devices. These quizzes should take 10 minutes and the student should gain at least 60% - if they do not they should repeat the quiz. The homework helps the teacher to understand if the entire class has failed to understand a concept or needs further extending.

In Year 11 students and parents have a revision timetable. The homework is a joint activity of 10 minutes every day (Monday to Friday) where students teach a science concept to parents/siblings/grandparents or any other family member! If at the end of 10 minutes the student has not explained confidently or clearly, then they must repeat the exercise to improve. The aim of this activity is to improve and embed understanding of concepts. There really is no better way to learn something than teaching it.

EXTENDED STUDY INFORMATION

Please do watch out for optional homework on Show My Homework. These optional homework tasks are often competitions run by different companies or organisations nationally. We have a history of students winning national science competitions and sometimes even cash prizes!

ENRICHMENT OPPORTUNITIES

Science Enrichment opportunities are wide and varied for students. We will visit Museums, Thorpe Park Science of Rollercoasters, a career fair, visiting lectures and more!

EQUIPMENT NEEDED

Standard essential equipment to include a scientific calculator

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

In Year 11 students and parents have a revision timetable. The homework is a joint activity of 10 minutes every day (Monday to Friday) where students teach a science concept to parents/siblings/grandparents or any other family member! If at the end of 10 minutes the student has not explained confidently or clearly, then they must repeat the exercise to improve. The aim of this activity is to improve and embed understanding of concepts. There really is no better way to learn something than teaching it.

Prior to Year 11 parents can help by ensuring homework is complete and encouraging students to think and become passionate about science!

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Web addresses

Google Classroom codes

TEXTBOOKS OR REVISION GUIDES

The Edexcel textbook is available as an online resource (add information)

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms. Katharine Hardman MA PGCE MSc



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1 and 2	Chemistry A. CC1 States of Matter B. CC2 Separating & purifying substances C. Core Practical Physics D. CP12 Particle Model E. CP13 Forces and Matter F. Core Practical x2	Biology A. CB3 Genetics B. CB4 Natural Selection Chemistry C. CC5 – CC7 Bonding D. CC8 Acids and Alkalis E. CC9 Chemical Calculations F. 1 x Core Practical	Biology A. CB6 Plants Structures & functions A. CB7 & 8 Animal physiology B. 2 x Core Practical Chemistry C. CC9 – 17 Groups in the Periodic Table D. 1 X Core Practical
ASSESSMENT OPPORTUNITIES	2 x End of Topic test 3 x Core Practicals - extended writing	1 x End of Topic test 3 x Core Practicals - extended writing	2 x End of Topic tests 1 x Core Practical
3 and 4	Biology A. CB1 Key concepts in Biology B. Core Practical x2 Chemistry C. CB2 Cells and control D. CC3 Atomic Structure E. CC4 The Periodic Table	Physics A. CP4 Waves B. CP5 Light and the EM Spectrum C. Radioactivity D. 2 x Core Practicals Biology E. CB5 - Health and Disease	Physics E. CP9 Electricity F. CP10 – 11 Magnetism and Electromagnetic Induction REVISION
ASSESSMENT OPPORTUNITIES	2 x End of Topic test: w/c ? 2 x Core Practicals - extended writing	EXAM COVERING EVERYTHING LEARNT IN SCIENCE YEAR 9/10	Pre Public examinations – ALL PAPERS
5 and 6	Physics A. CP1 Motion B. CP2 Forces and Motion C. CP3 Energy D. CP7/8 Forces and their effects E. 1 x Core Practical	Biology B. CB6 Plants Structures & functions C. CB9 Ecosystems and Material Cycles D. 2 x Core Practicals Chemistry E. CC10 – 12 Electrolysis A. 1 Core Practical	REVISION
ASSESSMENT OPPORTUNITIES	1 x Core Practicals – extended writing 4 x End of Topic tests	3 x Core Practicals – extended writing 4 x End of Topic tests	GCSEs
	60 minute End of Year test covering all content in year	Last week of Year 10: Paper 1 Full mocks in Sports Hall as proper GCSE	