



MAIDEN ERLEGH
TRUST



MAIDEN ERLEGH
CHILTERN EDGE

Maiden Erlegh Chiltern Edge
CURRICULUM BOOKLET
KS4

Academic Year 2022-2023

E Bliss – DHT: Curriculum

Sept 2023

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CONTENTS

Curriculum Intent

Curriculum Allocation

Supporting literacy and numeracy across the curriculum

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

Enrichment curriculum

ICT to support learning

SEND provision

More and Exceptionally Able provision

EAL provision

SUBJECTS

ART, CRAFT & DESIGN: Pearson Edexcel

COMPUTER SCIENCE: AQA

DANCE: AQA

DESIGN AND TECHNOLOGY: AQA

DRAMA: OCR

ENGLISH: AQA

FOOD, PREPARATION & NUTRITION: WJEC Eduqas

FRENCH: AQA

GEOGRAPHY: AQA

HISTORY - AQA

MATHEMATICS – Edexcel

MUSIC: Edexcel

PHOTOGRAPHY: Pearson Edexcel

SPORT: PEARSON BTEC LEVEL 1/ 2 FIRST AWARD IN SPORT

COMBINED and SINGLE SCIENCES: AQA

NON-EXAMINED CURRICULUM

KS4 - PSHE

PHYSICAL EDUCATION: KS4 CORE



Curriculum Intent

The curriculum at Maiden Erlegh Chiltern Edge School is broad, balanced and carefully constructed to underpin a learning environment that is relevant, aspirational, and accessible for all. At MECE, students at all stages are provided with opportunities that develop confidence, broaden individual skills, deepen knowledge, and advocate academic excellence to promote a love of learning by fostering the intellectual, creative, moral, and spiritual development of all students and to ensure they are fully prepared for the next stage of education and the working environment.

Preparing students for excellent outcomes that meet their individual potential sits at the heart of all we do at MECE. However, the curriculum is also about providing a wealth of opportunities for students to be the very best version of themselves; articulate, thoughtful, confident citizens who are ambitious for themselves and keen to contribute to the community.

Our curriculum is underpinned by:

- 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
- A rigorous programme for personal development and character education (including SRE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students

Key Stage 4 (Years 10 and 11)

The curriculum in Years 10 and 11 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 within the constraints of the current national education recruitment, retention, and financial crises.

All students starting Year 10 take a core of compulsory examination subjects alongside Physical Education (PE), Religious Studies and Personal, Health, Social Education (PSHE) which is also taught through assemblies, tutor time and themes events.



Curriculum Allocation

Curriculum	Subject	Year 11 Time allocation (Hours/fortnight)	Year 10 Time allocation (Hours/fortnight)
Core	English	8	8
	Mathematics	8	8
	Science	8	8
EBACC	Geography / French / History	5	5
Options	Three further subjects from list below	5	5
Non- examined courses	Physical Education	4	4
	PSHE (to include RE)	2	2
TOTAL		50	50

EBACC: Students who can do so should take the full range of EBACC subjects e.g., in addition to the Core subjects studied, the students should study either GCSE Geography or History and a GCSE in a Modern Foreign Language.

Options: Students have 4 Option choices. Students choose 2 EBACC subjects as part of the Option subjects from the list below:

GCSE Art GCSE Computing GCSE Dance* GCSE Design & Technology GCSE Drama	GCSE Food & Nutrition GCSE French GCSE Geography GCSE History	GCSE Photography BTEC Level 2 Sport Youth Award
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*Y11 only

A small number of targeted students will follow a slightly adapted curriculum to include work towards the ASDAN Youth Award. This pathway also allows for additional English and Maths support.

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 TAs)
- 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, monitoring in class through normal tracking and interventions will be 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 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 a more sustained period of support and we would look at the most appropriate curriculum for them.

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

Running through all 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 Erlegh Chiltern Edge offer a full extra curricula and educational visits programme.

All teachers contracted to work at Maiden Erlegh Chiltern Edge will be encouraged to offer extra-curricular activities or opportunities for students. 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.

Most trips/visits will be open to all students, but some will be targeted at certain groups (with specific criteria):

- 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
- 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 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 Bromcom (MCAS) App



ART, CRAFT & DESIGN: Pearson Edexcel

CURRICULUM INTENT

- Ability to analyse and evaluate using subject specific language.
- Develop their ability to draw.
- Create an understanding and skill using different media.
- Use oracy skills to communicate about their own and others work.
- Develop organisation to create independent work using time efficiently.

CURRICULUM IMPLEMENTATION

- Students will have the opportunity to risk take and experiment with materials and ideas. They may use spontaneous responses and chance mistake encounters. These experiments will be developed further as their creative journeys unfold.
- Students will be trained to select and use resources independently.
- Clear routines and expectations will be in place for transitions, presentation of work, DIRT and paired work.
- Homework will be set to engage, consolidate and extend learning from the classroom.

OVERVIEW

GCSE Art Craft and Design is a skill 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

Component 1: Personal Portfolio

- Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills
- Centres are free to devise any theme(s), project(s) or task(s) appropriate to their students and resources. They may each have a separate focus or be interconnected.
- This component allows students opportunities to: develop and explore ideas - research primary and contextual sources experiment with media, materials, techniques and processes - present personal response(s) to theme(s) set by the centre.
- The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.

Component 2: Externally Set Assignment

- The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- Students must continue to work in the same title as they did for the Personal Portfolio.
- Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.
- This component allows students opportunities to: o develop and explore ideas - research primary and contextual sources - experiment with media, materials, techniques and processes - present personal response(s) to the externally-set theme.

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 no more than 20.

HOMEWORK INFORMATION

Homework will be set according to the unit being taught. This will average around 1 x 1hr per week for most pupils. Homework may involve researching, annotating work, critically analysing artists, drawing, photographing, visiting exhibitions or coming in afterschool to use resources.

EXTENDED STUDY INFORMATION

- Using web- sites to conduct further research on artists to support ideas: www.tate.org.uk / www.vam.ac.uk / www.saatchi-gallery.co.uk / www.britishmuseum.org.uk / www.nationalgallery.org.uk
- Visit a gallery or museum with friends
- Work outside sometimes, possibly in the garden to create bigger work which you can photograph
- Go out and about with a camera and sketchbook to record things first hand.

ENRICHMENT OPPORTUNITIES

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.

EQUIPMENT NEEDED

- Sketchbook • Fine liner • A glue stick • Colouring pencils

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Take them to a gallery or museum, locally or in London, or if away on holiday.
- Check the newspapers and the web to see what is on and if it might be appropriate to enrich their learning.
- Encourage them to watch Art reviews and documentaries on TV, The Culture Show for example.
- Discuss ideas and help them to analyse their own work Make sure that they have equipment to work with at home, pencils, rubbers, colour pencils, paint, glue etc.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.tate.org.uk
www.vam.ac.uk
www.studentartguide.com

TEXTBOOKS OR REVISION GUIDES

A wide variety of reference books are available in class.

CONTACTS / ANY FURTHER INFORMATION

Mr J Watterson



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Year 10 will be being the course looking at the Day of the Dead festival creating develop their findings into a 3D response using Mod Roc.	Year 11 will begin with drawing conclusion to their investigations into personal identity and refining skills.
ASSESSMENT OPPORTUNITIES	Portfolio unit 1 comprising foundation skills as well as investigative work for the unit. Regular marking of individual tasks and AO1 and AO3 with SIR assessment. Peer assessment and discussion regularly undertaken throughout course.	Students return from the summer, ready to complete refinement phase (AO2) HIGH CONTROL TEST CONDITIONS (10HRS) PRACTICE in this term. Regular marking of individual tasks with SIR assessment and assessment tickets for completed stages of the art process.
2	Continuing their investigation into culture and identity students will look African tribes and masks for inspiration to create a personal response.	Students will draw on their experiences and interpret their work refining the skills and techniques they have learnt creating and studying different personal identity to create a final personal response.
ASSESSMENT OPPORTUNITIES	Portfolio unit 1 comprising foundation skills as well as investigative work for the unit. (AO1 and AO3). This leads to development of ideas. Booklet assessment.	Upgrading of portfolio projects (Component 1). Regular pupil progress checks 1 to1 and chunked tasks to assist organisation of workload.
3	Students will look at the native Costa Rican Boruca people and their culture and develop their ideas into a ceramic 3D outcome.	Students will be set an externally set assignment.
ASSESSMENT OPPORTUNITIES	Portfolio 1- refinement (AO2 and AO3) and major piece completion. Thorough summative feedback including upgrading targets and tasks. Booklet assessment.	ESA begins AO1 phase then AO2. Crits, SIR marking and assessment tasks undertaken and feedback given. Pupil progress checks fortnightly.



ASSESSMENT OPPORTUNITIES	Portfolio 1- refinement and major piece completion (AO4 and AO3). Thorough summative feedback including upgrading targets and tasks. SIR assessment. Regular formative critiques 1 to1 and chunked tasks to assist organisation of workload	ESA continues AO2 phase moves into AO4 with exam just into term 5. Crits, SIR marking and assessment tasks undertaken and feedback given. Pupil progress checks fortnightly.
5	Students will begin to look at portraiture and a range of artists who have tackled the subject of identity.	Students will continue with the externally set assignment. And complete their final response in a 10hr exam.
ASSESSMENT OPPORTUNITIES	Portfolio unit 2 commences. AO1 phase SIR assessment. Pupil progress checks fortnightly.	ESA completed.
6	Students will continue their investigation into personal identity looking at a range of photography and painting techniques.	
ASSESSMENT OPPORTUNITIES	Portfolio unit 2 continues. AO1 phase moves seamlessly into AO2. SIR assessment. Pupil progress checks fortnightly.	



COMPUTER SCIENCE: AQA

CURRICULUM INTENT

Our aim is to facilitate every child to;

- develop the confidence to become resilient independent problem solvers
- be a creative author of computational tools
- be thoughtful users of these tools
- to achieve the highest grade of which he or she is capable

CURRICULUM IMPLEMENTATION *includes pedagogical principles and questioning techniques*

We will enable students to:

- build on their knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3 and Key Stage 4
- enable students to progress into further learning and/or employment
- understand and apply the fundamental principles and concepts of computer science,
 - including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

ASSESSMENT STRUCTURE

Subject Content

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Paper 1: Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 1 and 2 above.

How it's assessed

- Written exam set in practically based scenarios: 2 hours
- 90 marks
- 50% of GCSE

Paper 2: Computing concepts

Theoretical knowledge from subject content 3–8 above.

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE



GROUPINGS

Students are taught in high ability groups due to the complex and academically demanding nature of the course. Computer Science is offered to students on the Blue Pathway.

HOMEWORK INFORMATION

The type of homework tasks set during KS4 are research tasks, practising skills learned in lessons and revision for assessments. Homework is usually weekly, taking an average of 30 minutes per piece.

EXTENDED STUDY INFORMATION

Students should extend their learning in programming to develop code using classes or into a different language.

EQUIPMENT NEEDED

Access to a PC or a laptop at home would be beneficial to help students to practice their programming skills.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents can encourage their child to spend time learning how to program code on their computer, and not just play games. They should practice problem solving and encourage them to revise theory topics as an ongoing process and not to leave it until the end of Year 11.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

The collaborative browser based IDE - Replit - <https://replit.com/>
[Google Classroom](#)

AQA Specification: <https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>

BBC Bitesize AQA GCSE Computer Science:

<https://www.bbc.co.uk/bitesize/examspecs/zkwsjvh>

YouTube – Craig n Dave - <https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg>

TEXTBOOKS OR REVISION GUIDES

AQA GCSE Computer Science 8525 – By Kevin R Bond. ISBN: 9781838102609

ClearRevise AQA GCSE 8525 Illustrated revision and practice. ISBN: 978-1-910523-25-4

AQA GCSE (9-1) 8525 Computer Science. Authors: Robson & Heathcote. ISBN: 9781910523223

CGP GCSE Computer Science AQA Exam Practice Workbook - for the Grade 9-1 Course ISBN: 9781782949329

CGP GCSE Computer Science AQA Revision Guide - for the Grade 9-1 Course ISBN: 9781789086119

CGP GCSE Computer Science AQA Revision Question Cards - for the Grade 9-1 Course ISBN: 9781789086126

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr P Redrup



DESIGN AND TECHNOLOGY: AQA

CURRICULUM INTENT

- Be able to effectively work out the needs and wants of the user.
- Understanding and experience of a range of workshop making activities using a variety of tools and equipment.
- Knowledge of material properties and manufacturing processes.
- Ability to communicate ideas effectively through high quality hand drawn and CAD techniques
- Be able to reflect and analyse their own work and that of others to identify strengths and areas for improvement.
-

CURRICULUM IMPLEMENTATION

- Students will have the opportunity to risk take and experiment with materials and ideas. They may use spontaneous responses and chance mistake encounters. These experiments will be developed further as their creative journeys unfold.
- Students will be trained to select and use resources independently.
- Clear routines and expectations will be in place for transitions, presentation of work, DIRT and paired work.

Homework will be set to engage, consolidate and extend learning from the classroom.

OVERVIEW

Design and Technology is important in all areas of the modern world, from railway stations to space stations, adverts to inventions and yogurt pots to yachts. Without Design and Technology, human beings would find every task a great deal more difficult. The first computers required the art of invention and designers strive to create the next new and exciting thing. Design and Technology combines skill, talent and creativity and allows pupils to work in a practical way to problem solve, innovate and change the way we live.

This subject offers an excellent pathway to many careers. These range from direct pathways such as design, fashion, manufacturing and production to other areas such as retail, education, training, sales and marketing. There are in excess of 100 different career options that directly relate to Design and Technology, and the subject has a high employability rating.

ASSESSMENT OBJECTIVES

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others.
- wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles.
- designing and making principles.
-

GROUPINGS

Mixed ability no more the 20.

HOMEWORK INFORMATION

Homework is related to lessons and consists of a combination of 'flipped learning' where pupils learn the content ahead of lessons and extension tasks relating to lesson content. All homework forms part of the preparation for NEA and the exam. Homework last between 30



minutes and 1 hour per lesson. In the NEA, set between June of year 10 and April of year 11, pupils are expected to prepare research and design work ahead of NEA lessons.

EXTENDED STUDY INFORMATION

It is recommended that pupils read about prominent designers, such as Ettore Sottsass, Vivienne Westwood, Harry Beck and Charles Rennie Mackintosh (amongst others).

Further reading includes:

Alessi: Art and Poetry. (Cutting Edge) ISBN 13: 9780823011452

Childata: The Handbook of Child Measurements and Capabilities: Data for Design Safety ISBN 0952257114 or 9780952257110

Design modelling: visualising ideas in 2D and 3D ISBN 13: 9780340663394

Designing the 21st century ISBN 13: 9783822848029

Icons of design: the 20th Century ISBN 13: 9783791331737

Memphis ISBN 13: 9780500019009

ENRICHMENT OPPORTUNITIES

There will be opportunities for DT clubs, trips and visits within D&T.

EQUIPMENT NEEDED

Drawing equipment such as: set square, templates, marker pens, coloured pencils, steel rule, flexicurve.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Free CAD software is available online.

Visits to design museums, galleries and exhibitions help with the course content. Access to YouTube videos on production processes often help with knowledge. Any use of tools, equipment and workshops are helpful but not essential.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.Technologystudent.com - www.Mr_dt.com - www.Core77.com

TEXTBOOKS OR REVISION GUIDES

AQA Design and Technology (9-1)

Author M. J. Ross ISBN-139781910523100

AQA Design and Technology: All Material Categories and Systems
Imprint: Hodder Education ISBN: 9781510402102

Term	TERM 1/2	TERM 3/4	TERM 5/6
Year 10	<p>Intro Course</p> <p>3.1.1-Manufacturing methods, assess knowledge</p> <p>Oblique & Isometric drawing intro</p> <p>Isometric Drawing</p> <p>Perspective Drawing – 1&2 point</p> <p>3.1.1 -Market Pull/Technology Push</p> <p>Orthographic drawing intro</p> <p>3.1.1/3.3.4/3.3.5 -People Society and Culture</p> <p>Orthographic drawing cont.</p> <p>Orthographic</p>	<p>Intro Project – Design Need, case study, Analysis</p> <p>3.1.3 -Composite materials, Technical Textiles</p> <p>Project -Design Need & consumer profile</p> <p>Project –Consumer/user research</p> <p>3.1.6 –Material Properties: Papers/Wood/Boards</p> <p>Project –Product Analysis</p> <p>3.1.6 –Material Properties: Metals</p> <p>Project –Design Brief & Specification</p> <p>Project – Specification</p>	<p>Project Practical</p> <p>3.2.5 –working and physical properties of materials (example project)</p> <p>Project Practical</p> <p>Project Practical</p> <p>3.2.5 -Modifying properties for a purpose...composites?</p> <p>Project Practical</p> <p>3.2.4/3.2.6–Forms of supply and sizes, conversion</p> <p>Project Practical</p> <p>Project Practical</p>
	<p>3.1.1 - Sustainability and the environment</p> <p>Intro to practical project- Amplifier: components and idea</p> <p>Project- Identifying the development of tools and equipment needed</p> <p>Assessment</p> <p>-Isometric & Ortho test, Manufacturing processes, pull/push, Inclusive & Sustainable design</p> <p>3.1.1 - Sustainability and the environment, Life Cycle Assessment</p> <p>Project- Cutting list explained/developed</p> <p>3.1.1 -Ethics</p>	<p>3.1.6 –Material Properties: Polymers, Fibres natural and synthetic</p> <p>Project – Ideas</p> <p>Assessment</p> <p>-Materials: Composite; Textiles (Natural & Synthetic); Papers/Boards; Woods; Metals; Polymers.</p> <p>Project – Ideas, modelling</p> <p>3.1.6 –Material Properties: Key definitions (toughness etc)</p> <p>Project – Chosen Idea development, modelling and testing</p> <p>3.2.1 -Primary investigation of material area/s through product analysis</p>	<p>3.2.7 –Scales of Production, discuss how practical could be batch or mass manufactured</p> <p>Project Practical</p> <p>Project –Testing & Evaluation</p> <p>3.2.7/3.2.8 –Tolerances and quantity production</p> <p>Project –Testing & Evaluation</p> <p>Project –Testing & Evaluation</p> <p>Assessment</p> <p>-Modifying material properties, forms of supply, timber conversion, tolerances and QC/QA.</p>



<p>Project -Measuring and Marking out. 3.1.2 - Renewable and non-renewable resources</p> <p>Project -Measuring and Marking out.</p> <p>Hanoi Project -Construction squares</p> <p>3.1.2 – Energy storage and systems</p> <p>Project –Drilling, H&S Sign off sheets</p> <p>Construction – drilling and cutting</p> <p>3.1.4 - Systems approach to designing</p>	<p>Project – Chosen Idea development, modelling and testing</p> <p>3.2.1 -Primary investigation cont...phone stand (no designing)</p> <p>Project – Final design and Manufacturing Specification</p> <p>Project –Exploded drawing</p> <p>3.2.1/3.2.2 –Stresses on materials, phone stand eval</p> <p>Project –Exploded drawing</p> <p>Project Practical</p> <p>3.2.2 –Stresses on materials (discuss examples: bridges, cars, textiles)</p>	<p>3.2.8 –Tolerances, QA & QC</p> <p>3.2.9 –Preparation and finishing materials</p> <p>3.3.3 - Independent research into a designer or company</p> <p>Exams</p> <p>Exams</p> <p>NEA Intro, Design Context/Challenges discussed</p> <p>NEA –Contexts chosen, design needs started with primary research.</p> <p>NEA –Consumer Research, focused research on need products.</p>	
<p>3.1.5 –Types of motion, classes and mechanisms</p> <p>Hanoi Project –Tap & Die, threading centre rod</p> <p>Hanoi Project- Dowelling and fixing</p> <p>3.1.5 –Types of motion, modelling (split pin?)</p> <p>Hanoi Project- finishing stages</p> <p>Hanoi Project- Final construction and testing.</p> <p>Assessment-Renewable energy sources, Energy storage, LCA, Lever classes, ranges of motion and mechanisms,</p> <p>3.1.3 –Modern & Smart materials</p>	<p>3.3.5 –Communicating ideas, rendering, modelling</p> <p>Project Practical</p> <p>Project Practical</p> <p>3.3.2 – The 6Rs, ecological issues in manufacturing</p> <p>Project Practical</p> <p>Project Practical</p> <p>Assessment</p> <p>-Material Properties and Qualities, Sustainability in design (6Rs) and impact from manufacturing.</p> <p>3.3.5 –Iterative designing, applying 6Rs to ideas</p>	<p>NEA – Ergonomic/Anthropometric research, Product Analysis</p> <p>NEA – Ergonomic/Anthropometric research, Product Analysis</p> <p>NEA –Design Brief & Specification</p> <p>NEA –Design Brief & Specification</p> <p>NEA -Ideas</p> <p>NEA -Ideas</p> <p>NEA -Ideas</p>	



DRAMA: OCR

CURRICULUM INTENT

In Performing Arts, our intent is to develop confidence and skills key to progressing in all fields. Our curriculum is designed to foster a life-long love of the arts and to develop the language and knowledge to form a critical appreciation of Drama, Dance and Music. In lessons and through a variety of opportunities to perform in and around the school community, our students will learn to work collaboratively with others; developing empathy and communication skills to support them in their future. Throughout each of the courses, students will also gain the transferrable vocational skills of time management, self-management, self-discipline and creativity which will allow them to flourish in the competitive world of work.

CURRICULUM IMPLEMENTATION

- Evaluation and analysis of both practical and written work will take place on a regular basis.
- Students' creative skills will be developed.
- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc
- Knowledge/skills will take place after each sequence of learning.
- Students will be trained to select and use resources independently (BBBB).
- Exercise books/folders will be used as key resources
- Homework will be used to consolidate and extend knowledge and skills
- Students will understand the place of each learning within sequences of learning
- Students will study mark schemes and exemplar work; to understand how to create and improve written and performance work
- Students will be questioned in class to consolidate learning and develop higher level thinking

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 practice 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 option blocks

HOMEWORK INFORMATION

Homework is set once a week, or as longer projects over several works. At times homework is set to be extra rehearsal to be attended during lunch or after school.

EXTENDED STUDY INFORMATION

Reading around the subject

Reading plays of John Godber, Willy Russell, Stephen Berkoff

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

Copy of Willy Russell's *Blood Brothers* ISBN: 978-0-413-76770-7

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Theatre visits

Watching National Theatre productions recorded for cinema release.



USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Acting Masterclasses on YouTube

BBC bitesize on Willy Russell's <i>Blood Brothers</i>

TEXTBOOKS OR REVISION GUIDES

CGP GCSE Drama 978-1-78294-962-6

CGP GCSE Drama – Blood Brothers 978-1-78294-966-4

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.	



ENGLISH: AQA

CURRICULUM INTENT

Our English curriculum...

- is informed by a secure understanding of students' prior knowledge
- effectively prepares students for the next life stage
- offers a mixture of reading, writing and speaking & listening opportunities
- makes meaningful links to potential career pathways
- offers an exploration of character, setting and theme across Foundation Stage and Yr9 in order to establish a secure base for GCSE study
- ensures that students understand key literary time periods and movements
- is designed to include a wide variety of texts: prose/poetry/drama; old/new; male/female; white British/BAME/other cultures
- is built around high-quality texts which are also enjoyable to read and study
- has challenge for all (regardless of prior attainment) at its heart
- aims to develop confident readers who are able to read, understand, interpret and interrogate information presented to them in a variety of forms and settings
- aims to develop articulate individuals who are able to write skilfully, critically and evaluatively
- promotes creativity, stamina and resilience
- enables teachers to exploit all opportunities to develop students' cultural capital beyond their existing realm of experience

CURRICULUM IMPLEMENTATION

Pedagogy:

Clear expectations are in place regarding the presentation of books as a key educational resource

- All opportunities for developing vocabulary are exploited, unpicking semantics, usage, etymology and origins as required
- Shared reading is lively, exploratory and purposeful
- Students receive regular practice of extended writing appropriate to their age range
- Homework will be used to consolidate and extend knowledge and skills, as well as to promote independent reading
- Teachers will ensure that students understand the place of each learning episode within their English learning journey
- Academic writing is carefully developed to suit the requirements of each task rather than through the slavish use of acronyms such as PEE/PETAL
- Academic language is used by teachers and fostered amongst students in discussion and debate.
- Homework drives deep-learning: Revision, Re-call, Research and Reading.
- Modelling is at the heart of all learning in English whether it be a demonstration of how to annotate a poem or how one might write a top band A Level essay introduction

Questioning:

- Inclusive – everybody will be expected to participate.
- Targeted – adapted and personalised based upon the needs of individuals.
- Open and closed-ended, as appropriate to the purpose.



- Questioning will facilitate deep-thinking where possible, stimulating high-order thinking.
- Priority questioning of disadvantaged students.

COURSE CONTENT

English Literature

- Macbeth
- An Inspector Calls
- Dr Jekyll and Mr Hyde/ A Christmas Carol
- Power and Conflict Poetry
- Unseen Poetry

English Language

Explorations in creative reading and writing

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

The paper will assess in this sequence, AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

Writers' viewpoints and perspectives

The aim of this paper is to develop students' insights into how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

in section A, reading two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader
in section B, producing a written text to a specified audience, purpose, and form in which they give their own perspective on the theme that has been introduced to them in section A.

The paper will assess in this sequence, AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

Non-Exam assessment Speaking and Listening

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context
- responding appropriately to questions and to feedback, asking questions themselves to elicit clarification



- using spoken Standard English.

The assessment will be separately endorsed and will cover AO7, AO8 and AO9 for spoken language.

ASSESSMENT OBJECTIVES

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

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.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations



ASSESSMENT STRUCTURE

Literature

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare's Macbeth
- Dr Jekyll and Mr Hyde/ A Christmas Carol

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare's Macbeth: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B Dr Jekyll and Mr Hyde/ A Christmas Carol: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A An Inspector Calls: students will answer one essay question from a choice of two on the drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the power and conflict cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Language

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing



What's assessed

Section A: Reading

one literature fiction text

Section B: Writing

descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)



- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

GROUPINGS

Ability Sets

HOMEWORK INFORMATION

Homework will be given once a week on Bromcom (MCAS). It may be past exam papers and usually should take up to 45 minutes. Students should be consistently revising for their upcoming exams by learning quotations by heart.

EXTENDED STUDY INFORMATION

Past papers can be found at:

www.aqa.co.uk/gcse

ENRICHMENT OPPORTUNITIES

Students will have extra booster sessions to help improve their knowledge and understanding of core material. Trips to the theatre may also be offered as well as presentations from speakers and authors.

EQUIPMENT NEEDED

Standard stationery

Highlighters

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents can help by encouraging their children to access the extra resources given below. Creating revision timetables would also be key to a successful revision period.



USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Dr Jekyll and Mr Hyde

<https://www.bbc.com/bitesize/topics/z8642p3>

YORK NOTES: https://www.yorknotes.com/gcse/english-literature/dr-jekyll-and-mr-hyde-2017/revision-cards/01_themes

<https://www.sparknotes.com/lit/jekyll/characters/>

BBC iPlayer CONTEXT OF STEVENSON

Ian Rankin Investigates: Dr Jekyll and Mr Hyde:

<https://www.bbc.co.uk/iplayer/episode/b007qyzv/ian-rankin-investigates-dr-jekyll-and-mr-hyde>

<http://writersinspire.org/content/robert-louis-stevenson>

Victorian Historical Context: <http://costaricanwriter.weebly.com/my-blog-sharing-my-thoughts/november-19th-2012>

In the **Discovering Literature: Victorians and Romantics** section a wide range of resources can be used to support teaching and learning around the 19th-century novel.

<https://www.bl.uk/romantics-and-victorians/articles/duality-in-robert-louis-stevensons-strange-case-of-dr-jekyll-and-mr-hyde>

A Christmas Carol

York Notes: <https://www.yorknotes.com/gcse/english-literature/a-christmas-carol-2017/overview>

Context: <https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/Edexcel/A-Christmas-Carol/Context%20-%20A%20Christmas%20Carol%20-%20Edexcel%20English%20Literature%20GCSE.pdf>

<https://www.youtube.com/watch?v=3xRonangfz0>

Macbeth

BBC BITESIZE: <https://www.bbc.com/bitesize/topics/zqq3dmn>

YORK NOTES: https://www.yorknotes.com/gcse/english-literature/macbeth-gcse-2017/revision-cards/03_context

<https://www.sparknotes.com/shakespeare/macbeth/summary>

HISTORICAL CONTEXT: JACOBEAN ERA: <http://www.world-history-education-resources.com/jacobean-era/jacobean-era-macbeth-context.html>

BBC The King & the Playwright A Jacobean History:

<https://www.youtube.com/watch?v=J93mWHkwhtE>

An Inspector Calls

<https://www.sparknotes.com/drama/an-inspector-calls/>

Historical Context: <https://www.youtube.com/watch?v=PhVC0sL6EkM>

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls>



BBC An Inspector Calls film (2015 David Thewlis)

BBC BITESIZE: <https://www.bbc.com/bitesize/topics/zpr639q>

YORK NOTES: https://www.yorknotes.com/gcse/english-literature/an-inspector-calls-2017/revision-cards/00_characters

Power and Conflict Student Guide

<https://www.bl.uk/20th-century-literature/themes/power-and-conflict>

<https://www.youtube.com/watch?v=zHp8eVi27Nw>

TEXTBOOKS OR REVISION GUIDES

The following are suggested versions of revision guides / texts:

- **Jekyll and Hyde: ISBN-10:** 1979366535
- **A Christmas Carol: ISBN-10:** 1909608378
- **Macbeth: ISBN-10:** 1586638467
- **An Inspector Calls: ISBN-10:** 9780435232825

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Miss A Hussain



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Dr Jekyll and Mr Hyde	Macbeth
ASSESSMENT OPPORTUNITIES		
2	Dr Jekyll and Mr Hyde: Essay writing skill Speaking and Listening Endorsement	Macbeth
ASSESSMENT OPPORTUNITIES		
3	Language Paper 2	English Language Paper 2
ASSESSMENT OPPORTUNITIES		
4	Language Paper 1 and 2 Writing: Transactional, Descriptive and Narrative	Revision of Poetry
ASSESSMENT OPPORTUNITIES		
5	An Inspector Calls	Past Papers English Literature (DJMH, Macbeth, AIC)
ASSESSMENT OPPORTUNITIES		
6	An Inspector Calls	EXAMS
ASSESSMENT OPPORTUNITIES		



FOOD, PREPARATION & NUTRITION: WJEC Eduqas

CURRICULUM INTENT

- Understanding of chemical and functional characteristics in Food.
- Developing knowledge of a range of Heat Transfer methods.
- Knowledge of the ethical issues in food
(provenance/diet/environment/farming methods/fairtrade/organic seasonality)
- Understanding of Food Safety and a range of different skills to create a range of outcomes.
(Frittata/Honeycomb/Calzone/Soup/Food mile/Pancakes/Samosas, etc.)

CURRICULUM IMPLEMENTATION

- Theory lessons are regular and reinforce the knowledge in practical
- Student challenge will be high level with opportunities to always improve
- Clear routines in place for regular use of DIRT and peer assessment
- Skills audits are regular and allow students to make rapid progress in the subject
- The emphasis on a finished product is no longer the driving force for the subjects and students will learn skills and knowledge at a high level
- Teachers allow students to make mistakes and learn from these
- Teachers share the learning journey and regularly check that students know how the work fits into the long-term goals

OVERVIEW

This qualification involves a significant amount of both food science and food practical. This specification in food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. Students studies will give valuable preparation for those wishing to progress to further or higher education, leading to careers in teaching, food science, dietetics, manufacturing or a role within the hospitality industry. It also develops vital life skills which will enable students to feed themselves and others affordably and nutritiously, both now and later in life.

COURSE CONTENT

Food Commodities	Principles of Nutrition	Diet and Good Health	The Science of Food	Where Our Food Comes From	Cooking and Food Preparation

ASSESSMENT OBJECTIVES

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.



Component	AO1	AO2	AO3	AO4	Total
Component 1	20%	20%	-	10%	50%
Component 2					
Task 1	-	10%	-	5%	15%
Task 2	-	-	30%	5%	35%
Total	20%	30%	30%	20%	100%

ASSESSMENT STRUCTURE

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes 50% of qualification This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated Assessment 1: 8 hours Assessment 2: 12 hours 50% of qualification.

Assessment 1: The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by WJEC annually.

GROUPINGS

Mixed ability groups no bigger than 20.

HOMEWORK INFORMATION

Homework will be set weekly, ranging from researching recipes to cook in the two-hour practical that ties in with the learning topic, to organising ingredients, and completing written work. Average homework would be 1 hours weekly.

EXTENDED STUDY INFORMATION

- Make use of: Supermarket websites www.nhs.uk/livewell
- Read food magazines and newspaper articles.
- Watch cookery programmes and short documentaries about food production.

ENRICHMENT OPPORTUNITIES

Trip to farm to look at food provenance, chef visiting school to demonstrate skills. Skills workshops.

EQUIPMENT NEEDED



Ingredients required weekly.
<p>HOW CAN PARENTS SUPPORT THEIR CHILDREN?</p> <ul style="list-style-type: none"> • Encourage students to visit food outlets and supermarkets, to raise awareness of products, costs and packaging. • Encourage students to cook healthy dishes on a regular basis and practice assessed work. • Ask students when they are cooking and then provide them with the ingredients. • Discuss the outcome of practical work completed at school, including any written feedback required.
<p>USEFUL ONLINE INFORMATION/ONLINE RESOURCES</p> <p>www.nutrition.org.uk www.foodafactoflife.org.uk https://app.senecalearning.com https://www.bbcgoodfood.com https://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx https://www.jamieoliver.com</p>
<p>TEXTBOOKS OR REVISION GUIDES</p> <p>WJEC Eduqas GCSE Food Preparation and Nutrition, Helen Buckland & Jacqui Keepin, ISBN 978-1-4718-6750-7 WJEC Eduqas GCSE Food Preparation and Nutrition Revision Guide, Jayne Hill ISBN 13-9781908682871</p>
<p>CONTACTS / ANY FURTHER INFORMATION</p> <p>Mrs C Ashley</p>

Year & Term	Topics Covered	Overview of Assessment
10 TERM 1-2	Macro and micro nutrients Food safety Meat, poultry, fish, eggs, dairy and alternative proteins	Practical and theory work internally assessed
10 TERM 3-4	Cereals, bread, rice, potatoes, pasta, pastry Sauces Energy in food Healthy diets Age related diets, religious diets	Practical and theory work internally assessed Mock NEA 1 & 2
10 TERM 5-6	Food commodities Food provenance	Practical and theory work internally assessed Mock NEA1 &2
11 TERM 1	NEA 1 – Food investigation Assessment	Internally marked and externally moderated
11 TERM 2-3	NEA 2 – The food preparation Assessment	Internally marked and externally moderated



11 TERM 4-6	Exam preparation and revision – written examination in June	Externally marked
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FRENCH: AQA

CURRICULUM INTENT

The MFL Curriculum at MECE aims to foster a love of learning another language which provides the opportunity to develop the skills of listening, speaking, reading and writing; building confidence in communicating, fluency, spontaneity, recognising and understanding. It also pays careful attention to cultural awareness, deepening knowledge of the world around us and being empathetic to our role as global citizens.

The intent at GCSE level is that students build the above skills across the three main themes: Identity & Culture, Local, national and global areas of interest and Current and future study. Students will acquire knowledge of vocabulary and grammar in order to be able to communicate across the three themes.

CURRICULUM IMPLEMENTATION

The curriculum is implemented using the following techniques:

- Presentation of vocabulary, phrases, extended phrases, paragraphs of longer texts, verbal and written.
- Students are encouraged to be curious learners and recognise patterns, ask questions in order to be continually increasing their knowledge base of words, phrases and complex structures.
- Grammatical terms are discussed and their use are explored and practised so that students can use a mix of tenses and can extend sentences in a variety of ways
- Students practise continually and are encouraged to always try and use new language and have fun with language.
- The department has an approach to learning such that ‘mistakes are ok’.
- Strategies to work out unknown words and phrases are discussed.
- Students are given a mix of open and closed questions and asked to share responses and present short and longer answers in class and at home.
- Students are encouraged to follow the French news and events in order to have a ‘connection’ with the country.

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 which have equal weighting (25% each). 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: Listening: 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Teacher-examined - Speaking: 7-9 minutes (Foundation), 10-12 minutes (Higher)

Paper 3: Reading: 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Writing: 1 hour (Foundation), 1 hour 15 minutes (Higher)

GROUPINGS

Options Groups

HOMEWORK INFORMATION

All homework tasks will appear on SMHW and will last 45-60 minutes per week.



Examples:

1. Learning vocabulary off by heart (15-20 words at a time), often using Quizlet.
2. Completing grammar exercises.
3. Translating from English to French and vice-versa.
4. Reading/listening comprehensions.
5. Longer written pieces.
6. Learning presentations in French
6. Preparation for assessments – preparing answers for speaking questions and making checklists.

EXTENDED STUDY INFORMATION

Guide them towards extra vocabulary and grammar practice eg:

www.quizlet.com

<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

Read authentic texts on current issues, looking for what they know:

<https://www.1jour1actu.com/>

Talk about current affairs and use the Journal des Enfants: <http://www.jde.fr>

Encourage interest in wider French/Francophone culture eg: reading translations of French language novels, children's fables/fairy tales, key periods in French history.

Go to France and make them do all the transactions!

ENRICHMENT OPPORTUNITIES

Trips are being researched currently. Students are encouraged to help with the French club at school.

The department is running a Latin club after school.

EQUIPMENT NEEDED

Bilingual dictionary

Rough book

Highlighters

Exercise book and Knowledge Organiser (given by school)

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Even if you don't speak any 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 mark scheme 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

Higher – ISBN 978-0-19-836583-9

Foundation – ISBN 978-0-19-836584-6

<https://www.cgpbooks.co.uk/secondary-books/gcse/languages/french/fhr44-gcse-french-revision-guide-for-the-grade-9-1>

<https://www.cgpbooks.co.uk/secondary-books/gcse/languages/french/fatf41-new-grade-9-1-gcse-aqa-french-grammar-trans>

<https://www.cgpbooks.co.uk/secondary-books/gcse/languages/french/fakbb41-new-gcse-french-knowledge-organiser-retrie>

<https://www.cgpbooks.co.uk/secondary-books/gcse/languages/french/faq41-gcse-french-aqa-exam-practice-workbook-for-t>

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs J Green



TERM	KEY STAGE 4 FRENCH	
	COURSE CONTENT: Knowledge and skills	
	<i>Students taking the Higher examination should know the knowledge and skills outlined under Foundation as well as Higher</i>	
	Year 10	Year 11
1	<p><u>Theme 1: Identity & Culture</u></p> <p>Me, my family and friends</p> <p>Relationships with family</p> <p>Marriage and Partnership</p> <p>Describe current family and express opinions about relationships</p> <p>Foundation Revision present tense Possessive adjectives Reflexive verbs Adjective agreement Comparatives and superlatives</p> <p>Higher Direct object pronouns Adverbs of frequency</p>	<p><u>Theme 2: Local, national and global areas of interest</u></p> <p>Holidays and travel – activities, opinions and reasons Using three-time frames: past, present and future</p> <p>Foundation Prepositions for countries and modes of transport Negatives, <i>depuis</i>, ‘y’ Revision of present, perfect, imperfect, future tenses Using the infinitive in phrases</p> <p>Higher Revision of using the imperfect and perfect tenses together and conditional tense <i>Après avoir / être + past participle</i> <i>Venir de + infinitive</i></p>
ASSESSMENT OPPORTUNITIES	Regular vocab tests Speaking: photo card, Reading, Writing Q1 and translation	Regular vocab and tense checks Speaking: photo card and conversation Writing + Translation
2	<p><u>Theme 1: Identity and Culture</u></p> <p>Technology in everyday life: Social Media and the Internet</p> <p>Describing advantages and disadvantages of technology</p> <p>Foundation The present tense of regular and irregular verbs Using <i>avec</i> and <i>sans</i> Using <i>grâce à / sans / avec</i></p> <p>Higher <i>Aller, faire</i> and other common irregular verbs The pronouns <i>moi, toi, lui</i> and <i>elle</i> Present tense of more irregular verbs <i>Il est possible + subjunctive</i> The pronoun <i>en</i></p>	<p><u>Theme 1: Identity and Culture</u></p> <p>Customs and festivals Francophone culture – film/music/authentic texts</p> <p>Reflexive verbs The perfect infinitive Imperfect tense Using tenses together.</p>



ASSESSMENT OPPORTUNITIES	Regular vocab tests Listening, Writing Q2 and translation.	Regular vocab and tense checks PPE's in listening, reading and writing Speaking MOCK
3	<p><u>Theme 2: Local, national, international and global areas of interest.</u> Charity and voluntary work</p> <p>Foundation/Higher Recap tenses Extending sentences using a variety of structures Reading Strategies</p> <p>Charity work Healthy and unhealthy living Health resolutions</p> <p>Foundation/Higher The conditional tense -vouloir and aimer Subjunctive Imperfect of irregular verbs Expression of quantity Revision of negative sentences</p>	<p><u>Theme 2: Local, national, international and global areas of interest.</u></p> <p>House, home and local area Being at home during lockdown</p> <p>Foundation Revision of the position and agreement of adjectives Plurals of nouns Negative phrases followed by de Partitive articles Prepositions Recognising possessive pronouns</p> <p>Higher The conditional of regular and irregular verbs Demonstrative adjectives Revision of comparative and superlative adjectives</p>
ASSESSMENT OPPORTUNITIES	Regular vocab tests Speaking: role-play, conversation. Reading, Writing Q1	Regular vocab and tense checks Past papers in listening, reading; writing Speaking mock
4	<p><u>Theme 2: Local, national and global areas of interest</u> Poverty and homelessness Recap environment (done in lockdown)</p> <p>Discuss what do now to help the environment, what could be done in the future. Most important issues.</p> <p>Foundation</p> <p>Revision of devoir and pouvoir + infinitive Recognising modals in the conditional</p>	<p><u>Theme 3: Current and future study</u></p> <p>Jobs, career choices and ambitions</p> <p>Describing and giving opinions about different jobs</p> <p>Revision for PPE's</p> <p>Foundation Quand clauses with the future tense Revision of si clauses in the present tense and with the future tense The passive voice in the present tense Revision of comparatives and superlatives</p> <p>Higher Two-verb structures</p>



	<p>Using si + present/future tenses Verbs of possibility</p> <p>Higher Recognising and using the pluperfect tense Revision of en and y The subjunctive</p> <p>Revision on key areas. Focus on Speaking and transferable language.</p>	<p>Avoiding the passive Using the pronouns ce qui and ce que Using French idioms to enhance language</p> <p>Theme 1: Identity and Culture Customs, festivals, Christmas and NY</p>
ASSESSMENT OPPORTUNITIES	<p>Regular vocab tests Listening, Writing: Q2+translation</p>	<p>Regular vocab tests Past papers, speaking practice</p>
5	<p><u>Theme 3: Current and future study and employment.</u></p> <p>Life at school/college My studies</p> <p>Explain and give opinions about school subjects/teachers/school rules + make up new ones Describe current school Research French schools</p> <p>Foundation Recall opinion phrases with reasons Recall modal verbs Adverbs of time and place Revision of the perfect tense Emphatic pronouns</p> <p>Higher Si clauses using imperfect and conditional Revision for PPE's</p>	<p>Revision: Skills focus – listening, speaking, reading, writing and translation.</p> <p>Language focus: Transferable language Topic-based vocabulary Verbs and tenses Strategies for working out unknown words/phrases Writing checklists for use in writing and speaking Extra speaking practice</p>
ASSESSMENT OPPORTUNITIES	<p>Year 10 PPE's in listening, reading and writing</p>	Terminal GCSE exam
6	<p><u>Theme 1: Identity and Culture</u></p> <p>Free time Music, cinema, TV Sport Eating out</p> <p>Research French music, films, food. Give extended information, opinions and reasons.</p>	



	<p>Foundation/Higher Revision of the present tense of regular verbs Question words, quantities The perfect tense Adverbs of frequency The pronoun en Using subordinating conjunctions Developing sentences using quand, lorsque and si</p> <p><i>Speaking test for endorsement– dependant on Ofqual decision</i></p>	
<p>ASSESSMENT OPPORTUNITIES</p>	<p>Speaking mock Regular vocab tests Listening</p>	



GEOGRAPHY: AQA

CURRICULUM INTENT

- To provide the opportunity for students to reach their potential and make strong progress in geography
- To develop, in students, a sense of passion for the subject and learning about their community and wider world
- Students will acquire and improve academic writing skills as well as cartographic and graphical skills
- Create students with academic resilience who understand the worth of effort and hard work in achieving progress
- Lessons develop collaborative teamwork skills and a firm understanding that other people have different opinions that may just be valid
- Lessons also ensure students are able to develop their own views on local, national and global issues
- Students gain and develop their own values and morals whilst learning about these issues and use this to build empathy with others
- Students will know the range of careers that the study of Geography allows students to pursue in later life

CURRICULUM IMPLEMENTATION

- Challenge is embedded within all lessons and is highlighted to students using #challenge
- High expectations and aspirational targets in geography, there are no ceilings for students in our subjects and we are proud that students quite often beat their benchmarks in the subject.
- Inclusive subject that uses differentiation and adapted teaching to help all to progress.
- We are teaching them to apply their knowledge to the questions.
- Enriching fieldwork.
- Use the lessons to practice examination technique by using past papers to complete walkthroughs with their teacher so they know how to answer certain types of questions confidently.
- We also get students to reflect on their performance after each assessment week or PPE so that they can make small improvements to how they prepare for the exams. Getting students to write down how many marks off the next grade has proved effective at getting them to see how close the grade boundaries are and that lots of small improvements over time can add up to a lot.

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 (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).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and communicate findings (25%, including 5% used to respond to fieldwork data and context).

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 tools for learning kit 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 on their knowledge organisers
- Talk about what is happening in the news and link to topics being studied

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

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

TEXTBOOKS OR REVISION GUIDES

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



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 (Amazon) 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 a 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 (Bristol) and sustainable urban development (Freiburg/Malmo/Bedzed)	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



HISTORY - AQA

CURRICULUM INTENT

- To provide the opportunity for students to reach their potential and make strong progress in History.
- To develop, in students, a sense of passion for the subject and why learning about the past is so vital to them, their community, their society and their world.
- Students will acquire and improve academic writing skills as well as an ability to work with and by using different historical concepts: change and continuity; cause and consequence; similarity and difference; significance; chronology.
- Focus on marginal gains and the creation of a growth mindset to create excellent historians and students.
- Create students with academic resilience who understand the worth of effort and hard-work in achieving progress.
- Lessons develop collaborative teamwork skills and a firm understanding that other people have different opinions that may be just as valid.
- Lessons also ensure students are able to develop their own views in a historical setting but also on wider issues that affect people in the wider world.
- Students gain and develop their own values and morals whilst learning about the past and use this to build empathy with others.
- Cultural capital is increased given the cross-curricular nature of the subject with geographical, cultural, sociological, philosophical and political aspects embedded.
- Students will know the range of careers that the study of History allows them to pursue in later life; History builds academic skills that support students in all areas.

CURRICULUM IMPLEMENTATION

- Our department has high expectations of all students and firmly believes that with the required effort students are able to reach their true potential.
- We are an inclusive and supportive department that both aids and celebrates the progress and successes of all types of students.
- Challenge is a key aspect of the department – seen by challenge – and all students are encouraged and pushed to go beyond their comfort zone.
- We promote academic reading and writing as well as numeracy from Foundation upwards – seen by literacy and numeracy – understanding how this will help them not just in History but in all subjects; reading lists are shared with students as well as an upcoming 'Historical Library' in development.
- As well as aiming to create excellent historians, we focus on teaching students a combination of content and knowledge with technique and application so they are able to do their best in assessments and examinations.
-

ASSESSMENT OBJECTIVES

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2: explain and analyse historical events and periods studied using second-order historical concepts.
- AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

ASSESSMENT STRUCTURE



This qualification is linear so students will sit their written exams at the end of the course in Year 11. There are 2 Papers that students sit: 50% of the GCSE for each; 84 marks each (including 4 marks for spelling, punctuation and grammar); 2 hours minutes each.

Paper 1: Understanding the modern world

Section A: Period studies - Germany 1894–1945

Section B: Wider world depth studies - Conflict and tension, 1918–1939.

Paper 2: Shaping the nation

Section A: Thematic studies – Migration, Empires and the People

Section B: British depth studies including the historic environment – Elizabethan England

GROUPINGS

Mixed ability.

HOMEWORK INFORMATION

- Learning key terminology and definitions.
- Completing past examination questions.
- Preparation for milestone assessments.
- Extended reading/research.
- Comprehension tasks.

Homework is set as per the school policy: an hour's worth of homework every week.

EXTENDED STUDY INFORMATION

Guide them towards additional reading or research

- <https://schoolhistory.co.uk/>
- <http://spartacus-educational.com/>
- <http://www.bbc.co.uk/history>
- <http://www.bbc.co.uk/schools/gcsebitesize/history/>
- <http://www.johndclare.net/>
- <https://revisionworld.com/a2-level-level-revision/history-gcse-level>
- <http://www.historylearningsite.co.uk/>
- <https://quizlet.com/subject/history/>

Encourage them to read about the books about history or historic novels.

Get them interested in wider History by watching television series, films based on history.

Maybe even watch some of the many documentaries on TV

Go to museums and historical sites of interest.

Research your family history.

ENRICHMENT OPPORTUNITIES

Potential historical site trip depending on site selected by examination board.

EQUIPMENT NEEDED

Pens, pencil, glue stick, scissors, highlighters, sticky back plastic to cover exercise book, *coloured pencils.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Even if you know very little about History you can support by:

- Reading through the work before it is handed in
- Encouraging wider reading
- Testing students on key terminology and definitions
- Talking to students about what they are learning



- Reinforcing the importance of effective revision over a longer period of time.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

www.bbc.co.uk/bitesize

<https://schoolhistory.co.uk/notes/>

TEXTBOOKS OR REVISION GUIDES

Main revision guide:

Elizabeth: ISBN-10: 9780198422938

Interwar Years: ISBN-10: 0198422911

Germany: ISBN-10: 9780198422891

Migration, Empires and the People: ISBB:9781471886249

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr Yarwood



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Elizabethan England <ul style="list-style-type: none"> Elizabeth's background Key people Government and politics 	Germany 1890-1945: <ul style="list-style-type: none"> Background and formation of Germany Difficulties ruling Germany Impact of WW1 on Germany Weimar Germany and it's failure
ASSESSMENT OPPORTUNITIES	Every topic has an assessment using either previous exam questions or questions in exam style.	Every topic has an assessment using either previous exam questions or questions in exam style.
2	Elizabethan England <ul style="list-style-type: none"> Life in Elizabethan England Religion Exploration and Trade 	Germany 1890-1945: <ul style="list-style-type: none"> The impact of The Depression Rise of Hitler and the Nazis Life under Nazi rule in Germany
ASSESSMENT OPPORTUNITIES	Every topic has an assessment using either previous exam questions or questions in exam style.	Y11 PPE
3	Elizabethan England <ul style="list-style-type: none"> Mary Queen of Scots Troubles at home and abroad - Historic Environment 	Conflict and Tension 1918-1939: <ul style="list-style-type: none"> Peace-making after WW1 and the 'Big Three Terms and impact of the Treaty of Versailles
ASSESSMENT OPPORTUNITIES	Every topic has an assessment using either previous exam questions or questions in exam style.	Every topic has an assessment using either previous exam questions or questions in exam style.
4	Migration, Empires and the People <ul style="list-style-type: none"> Conquered and conquerors Vikings and Anglo-Saxons England and France 1066-1560 England and the age of discovery 1558-1707 Britain and the Americas, 1707-1865 	Conflict and Tension 1918-1939: <ul style="list-style-type: none"> The League of Nations – successes and failures The origins, causes and road to WW2
ASSESSMENT OPPORTUNITIES	Every topic has an assessment using either previous exam questions or questions in exam style.	In class unit assessments



5	Migration, Empires and the People <ul style="list-style-type: none">• Britain as a workshop of the world, 1750-1939,• Britain expansion in India, 1750-1914• Expansion in Africa, 1800-1914	Revision
ASSESSMENT OPPORTUNITIES	Y10 PPE	Final Exam
6	Migration, Empire and the People <ul style="list-style-type: none">• The impact of the world wars on Britain, 1914-65• Britain and the legacy of empire, 1960-present	
ASSESSMENT OPPORTUNITIES	Every topic has an assessment using either previous exam questions or questions in exam style.	



MATHEMATICS – Edexcel

CURRICULUM INTENT

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.

At Maiden Erlegh Chiltern Edge, through high quality teaching, we provide our students with the structure and skills necessary to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

CURRICULUM IMPLEMENTATION

- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc
- Regular recall will help students secure their mathematical knowledge.
- Students will be given opportunities at least once a half term to engage with an enrichment activity
- Knowledge/skills reviews will take place during and after each sequence of learning.
- Students will be trained to select and use resources independently.
- Exercise books will be developed as key resources with standardised presentation.
- Teachers will ensure that students understand the place of each learning within sequences of learning.
- Hands down questioning to allow for targeted questions.
- Written questions will enable all students to practice and stretch their learning appropriately.

ASSESSMENT OBJECTIVES

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts
- To acquire, select and apply mathematical techniques to solve problems
- To reason mathematically, make deductions and inferences and draw conclusions.
- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

ASSESSMENT STRUCTURE

Students are entered for either the foundation tier (grades 5 – 1) or the higher tier (grades 9–4). 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:

- Paper 1 (Non-calculator): 1 hour 30 minutes
- Paper 2 (Calculator): 1 hour 30 minutes
- Paper 3 (Calculator): 1 hour 30 minutes

All GCSE examinations will take place in the Summer Term 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 piece of mathematics homework per week which should last approximately 30 - 60 minutes each. For week 1, homework will be a written task that consolidates prior classroom learning. Students are expected to complete this piece of homework in their books or on their homework sheet. Full working along with the question and answer written must be shown. Week 2 homework tasks will be set on www.Hegartymaths.com. This piece of homework will require the students to watch the videos set by their teachers, write down the examples from the videos into their books and complete a quiz to consolidate their learning.

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 MathsWatch www.Hegartymaths.com. This platform hosts 1000's of exam style questions and videos to help develop and strengthen a student's understanding of Mathematics. The website can be accessed using an online web browser or app. It can also be utilised anywhere and at any time. All students will be given a unique username and password for these websites 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. We encourage that students to spend a little over 10 minutes every day on this website as we, The Maths Department, believe that practice makes perfect!

For a more open-ended selection of mathematics problems the NRICH website is useful - <http://nrich.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

It is an exciting time to be a young Mathematician at Maiden Erlegh Chiltern Edge. The Maths Department have planned various trips for the coming year including Bletchley Park and the Maths Inspiration show to allow our students to explore the applications of Mathematics outside of the classroom and broaden their horizons.

We are also proud to host 'Maths Drop In' sessions on a weekly basis after school, to allow students to opportunity to seek help with homework, clear misconceptions and work in small groups with their teacher to enable them to progress further.

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.

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.hegartymaths.com

www.mathsgenie.co.uk

www.onmaths.com

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

www.emaths.co.uk

www.nrich.maths.org

TEXTBOOKS OR REVISION GUIDES

Textbooks:

EDEXCEL GCSE MATHS HIGHER (ISBN 978-0-19-835151-1),

EDEXCEL GCSE MATHS FOUNDATION (ISBN 978-0-19-835150-4)

Revision guides:

Collins Edexcel GCSE revision Higher (All-in-One revision and practice) ISBN 978-0-00-811036-9

Collins Edexcel GCSE revision Foundation (All-in-One revision and practice) ISBN-10: 9780008112493

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mrs J Chopra



TERM	COURSE CONTENT: Knowledge and skills (Foundation)		
	Year 9	Year 10	Year 11
1	Unit 8 – Area and Perimeter of Shapes Unit 17 – Perimeter, Area and Volume 2 Unit 18a – Fractions Unit 18b – Indices and Standard Form	Unit 1 - Integers and place value, indices, powers, roots, factors and multiplies Unit 2 – Algebra the basics	Unit 9 – Real life graphs and straight-line graphs Unit 11 – Ratio and proportion Unit 12 – Pythagoras and Trigonometry
ASSESSMENT OPPORTUNITIES	End of half term test.	Diagnostic Test	Paper 2 MOCK Complete (1h 30 mins)
2	Unit 18b – Indices and Standard form Unit 7 – The Averages Unit 9 – Real life graphs / straight line graphs	Unit 2 – Algebra the basics/expressions and substitution Unit 3a/b - Tables, Charts and graphs/pie charts	Unit 13 – Probability Unit 14 – Multiplicative Reasoning Unit 16 – Quadratic equations, expanding and factorising and graphs
ASSESSMENT OPPORTUNITIES	Paper 1 MOCK adapted (1h 30 mins)	Paper 1 MOCK adapted (1h 30 mins)	November PPE Mocks Paper 1 (non calc 1 h 30 mins) Paper 2 (calc 1h 30 mins) Paper 3 (calc 1h 30 mins)
3	Unit 10 – Transformations	Unit 3c – Scatter graphs Unit 4 – Fractions, decimals and percentages	Unit 17 – Circles, Cylinders, cones and Spheres



			Unit 18 – Fractions, reciprocals, indices and standard form
ASSESSMENT OPPORTUNITIES	End of half term test	Paper 2 MOCK adapted (1h 30 mins)	Paper 3 MOCK Complete (1h 30 mins)
4	Unit 12 – Pythagoras and Trigonometry Unit 13 Probability I and II	Unit 5 – Equations, inequalities and sequences Unit 6 – Properties of shapes, parallel lines and angle facts	Unit 19 – Similarity and congruence and vectors Unit 20 – Rearranging equations, graphs of cubic, reciprocal functions and simultaneous equations
ASSESSMENT OPPORTUNITIES	Paper 2 MOCK adapted (1h 30 mins)	Paper 3 MOCK adapted (1h 30 mins)	March PPE mock Paper 1 (non calc 1h 30 mins) Paper 2 (calc 1h 30 mins) Paper 3 (calc 1h 30 mins)
5	Unit 19 – Similarity and congruence / vectors Unit 5 – Equations, inequalities and sequences	Unit 6b – Interior and exterior angles Unit 7 – Statistics, sampling and the averages	GCSE Exams
ASSESSMENT OPPORTUNITIES	Paper 3 MOCK adapted (1h 30 mins)	End of Term Mocks Paper 1 (non calc 1h 30 mins) Paper 2 (calc 1h 30 mins) Paper 3 (calc 1h 30 mins)	N/A
6	Unit 16 – Quadratic Equations and Graphs Unit 15 – Construction, Loci and Bearings	Unit 8 – Perimeter, area and volume Unit 10 – Transformations	N/A
ASSESSMENT OPPORTUNITIES	End of year mocks Paper 1 (non calc 1h 30 mins) Paper 2 (calc 1h 30 mins)	Paper 1 MOCK Complete (1h 30 mins)	N/A



	Paper 3 (calc 1h 30 mins)		
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TERM	COURSE CONTENT: Knowledge and skills (Higher)		
	Year 9	Year 10	Year 11
1	Unit 1 – Calculations, checking, indices, roots, reciprocals, factors, multiples, primes, standard form and surds. Unit 2a - Algebra the basics	Unit 4 – Fractions, decimals and percentages / ratio and proportion Unit 5a – Polygons, angles and parallel lines	Unit 13 – Graphs of Trigonometric Functions/further trigonometry Unit 14 – Collecting data/cumulative frequency, boxplots and histograms
ASSESSMENT OPPORTUNITIES	End of half term test	Diagnostic test	Paper 2 MOCK Completed (1h 30 mins)
2	Unit 2b – Sequences Unit 3 – Averages and the range Unit 5 – Polygons, angles and parallel lines	Unit 5b Pythagoras' theorem and Trigonometry Unit 6 – Real life graphs and Straight-line graphs (Containing content from unit 4,5)	Unit 15 – Quadratics Unit 16 – Circle Theorems and Circle Geometry Unit 17 – Changing the subject of the formula and algebraic fractions.
ASSESSMENT OPPORTUNITIES	Paper 1 MOCK adapted (1h 30 mins)	Paper 1 MOCK adapted (1h 30 mins)	PPE Assessment mock Paper 1 (non calc 1h 30 mins) Paper 2 (calc 1h 30 mins) Paper 3 (calc 1h 30 mins) End of unit 15/16/17 test



			(containing content from unit 13/14/15/16/17)
3	Unit 9 – Solving Quadratic and simultaneous equations and inequalities	Unit 6b – Quadratic, cubic and other graphs Unit 7 – Perimeter, area of circles, 3D forms	Unit 18 – Vectors and geometric proof Unit 19 – Reciprocal and exponential graphs/direct and inverse proportion
ASSESSMENT OPPORTUNITIES	End of half term test	Paper 2 MOCK adapted (1h 30 mins)	Paper 3 MOCK Completed (1h 30 mins)
4	Unit 11 – Multiplicative Reasoning Unit 12a – Perimeter, area and circles	Unit 7c – Accuracy and Bounds Unit 8 – Transformations/ construction, loci and bearings.	Revision
ASSESSMENT OPPORTUNITIES	Paper 2 MOCK adapted (1h 30 mins)	Paper 3 MOCK adapted (1h 30 mins)	PPE Assessment mock Paper 1 (non calc 1h 30 mins) Paper 2 (calc 1h 30 mins) Paper 3 (calc 1h 30 mins)
5	Unit 12b – Similarity and Congruence Unit 17 – Changing the subject of the formula Unit 18 – Vectors and Geometric Proof	Unit 9 – Solving quadratic and simultaneous equations and inequalities	GCSE Exams
ASSESSMENT OPPORTUNITIES	Paper 3 MOCK adapted (1h 30 mins)	PPE Assessment mock Paper 1 (non calc 1h 30 mins) Paper 2 (calc 1h 30 mins) Paper 3 (calc 1h 30 mins)	N/A
6	Unit 18 – Vectors and geometric proof Unit 19b – Direct and inverse proportion	Unit 10 – probability Unit 12 – Multiplicative Reasoning	N/A
ASSESSMENT OPPORTUNITIES	Summer PPE mock	Paper 1 MOCK Completed (1h 30 mins)	N/A



	Paper 1 (non calc 1h 30 mins) Paper 2 (calc 1h 30 mins) Paper 3 (calc 1h 30 mins)		
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PHOTOGRAPHY: Pearson Edexcel

CURRICULUM INTENT

- Ability to analyse and evaluate using subject specific language.
- Develop their ability to draw.
- Create an understanding and skill using different media.
- Use oracy skills to communicate about their own and others work.
- Develop organisation to create independent work using time efficiently.

CURRICULUM IMPLEMENTATION

- Students will have the opportunity to risk take and experiment with materials and ideas. They may use spontaneous responses and chance mistake encounters. These experiments will be developed further as their creative journeys unfold.
- Students will be trained to select and use resources independently.
- Clear routines and expectations will be in place for transitions, presentation of work, DIRT and paired work.

Homework will be set to engage, consolidate and extend learning from the classroom.

OVERVIEW

GCSE Photography is a skill and processes-based course, run thematically across 2 years. It is designed to equip the student with a thorough working knowledge of how the creative process works to move from investigating a range of themes through to completing an 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.

Photographers, artists, teachers, designers, community arts coordinators, art therapists and any branch of visual communications are possible careers eventually.

COURSE CONTENT

Component 1: Personal Portfolio

- Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills
- Centres are free to devise any theme(s), project(s) or task(s) appropriate to their students and resources. They may each have a separate focus or be interconnected.
- This component allows students opportunities to: develop and explore ideas - research primary and contextual sources experiment with media, materials, techniques and processes - present personal response(s) to theme(s) set by the centre.
- The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.

Component 2: Externally Set Assignment

- The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- Students must continue to work in the same title as they did for the Personal Portfolio.
- Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.
- This component allows students opportunities to: o develop and explore ideas - research primary and contextual sources - experiment with media, materials, techniques and processes - present personal response(s) to the externally-set theme.

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

Homework will be set according to the unit being taught. This will average around 1x 1.5hr per week for most pupils. Homework may involve researching, annotating work, critically analysing photographers, photographing, visiting exhibitions or coming in afterschool to use resources.

EXTENDED STUDY INFORMATION

- Using web- sites to conduct further research on artists to support ideas: www.tate.org.uk / www.vam.ac.uk / www.saatchi-gallery.co.uk / www.britishmuseum.org.uk / www.nationalgallery.org.uk
- Visit a gallery or museum with friends
- Work outside sometimes, possibly in the garden to create bigger work which you can photograph
- Go out and about with a camera and record things first-hand.

ENRICHMENT OPPORTUNITIES

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.

EQUIPMENT NEEDED

- Folder • Fine liner • A glue stick • A camera (or something to capture digital images.)

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Take them to a gallery or museum, locally or in London, or if away on holiday.
- Check the newspapers and the web to see what is on and if it might be appropriate to enrich their learning.
- Encourage them to watch Art reviews and documentaries on TV, The Culture Show for example.
- Discuss ideas and help them to analyse their own work Make sure that they have equipment to work with at home, pencils, rubbers, colour pencils, paint, glue etc.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES



www.tate.org.uk

www.vam.ac.uk

www.studentartguide.com

TEXTBOOKS OR REVISION GUIDES

A wide variety of reference books are available in class.

CONTACTS / ANY FURTHER INFORMATION

Mr J Watterson



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	Year 10 will be being the course looking at a range of Photography techniques and experiment with creating their own photography alphabet.	Pupils will develop a final unit from a range of starting points to allow them independence to create a personal unit of work.
ASSESSMENT OPPORTUNITIES	Portfolio unit 1 comprising foundation skills as well as investigative work for the unit. Regular marking of individual tasks and A01 and A03 with SIR assessment. Peer assessment and discussion regularly undertaken throughout course.	Students return from the summer, ready to complete refinement phase (AO2) HIGH CONTROL TEST CONDITIONS (10HRS) PRACTICE in this term. Regular marking of individual tasks with SIR assessment and assessment tickets for completed stages of the art process.
2	Continuing their investigation into photography students will begin to explore creating forced perspective and creating miniature photography.	Develop a final unit of work into a collection of photographs.
ASSESSMENT OPPORTUNITIES	Portfolio unit 1 comprising foundation skills as well as investigative work for the unit. (AO1 and AO3). This leads to development of ideas. Booklet assessment.	Upgrading of portfolio projects (Component 1). Regular pupil progress checks 1 to1 and chunked tasks to assist organisation of workload.
3	Students will continue their investigations looking at drawing with light.	Students will be set an externally set assignment.
ASSESSMENT OPPORTUNITIES	Portfolio 1- refinement (AO2 and AO3) and major piece completion. Thorough summative feedback including upgrading targets and tasks. Booklet assessment.	ESA begins AO1 phase then AO2. Crits, SIR marking and assessment tasks undertaken and feedback given. Pupil progress checks fortnightly.
4	From their initial investigations, students will begin to refine and develop a range of	Students will continue with the externally set assignment.



	final images from their first three investigations.	
ASSESSMENT OPPORTUNITIES	Portfolio 1- refinement and major piece completion (AO4 and AO3). Thorough summative feedback including upgrading targets and tasks. SIR assessment. Regular formative critiques 1 to1 and chunked tasks to assist organisation of workload	ESA continues AO2 phase moves into AO4 with exam just into term 5. Crits, SIR marking and assessment tasks undertaken and feedback given. Pupil progress checks fortnightly.
5	Students will start to look at the topic of identity and how photographers have addressed the subject.	Students will continue with the externally set assignment. And complete their final response in a 10hr exam.
ASSESSMENT OPPORTUNITIES	Portfolio unit 2 commences. AO1 phase SIR assessment. Pupil progress checks fortnightly.	ESA completed.
6	Continuing to look at Identity students will begin to choose personal photographers to research and explore.	
ASSESSMENT OPPORTUNITIES	Portfolio unit 2 continues. AO1 phase moves seamlessly into AO2. SIR assessment. Pupil progress checks fortnightly.	



SPORT: PEARSON BTEC Tech Award in Sport

CURRICULUM INTENT

Maiden Erlegh Chiltern Edge Physical Education curriculum is designed to inspire and engage all students and is devoted in allowing students to unlock their potential through sport, exercise and physical activity. At MECE we have developed a reputation for supporting and encouraging all of our students to participate consistently and enthusiastically during curriculum time and establish healthy active lifestyles outside the taught curriculum.

All students have 5 lessons over the 2 week timetable and will follow the curriculum outlined in more detail. below.

CURRICULUM IMPLEMENTATION

- Clear routines and expectations in place in all lessons for transitions, the presentation of work and DIRT work.
- Teachers will ensure that students understand the place of each learning within sequences of learning.
- Homework will be used to consolidate and extend knowledge and skills, in the main focusing on revision, research, recall and reflection.
- Students will be trained to select and use resources independently (BBBB).

OVERVIEW

The BTEC Tech Award in Sport is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the sports sector, giving them a broad introduction that keeps all of their options open and allows them to make an informed decision about their future learning and career. The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. They will explore the different types and providers of sport and physical activity, as well as the equipment and technology available. Building on this, they will look at individuals' differing needs, to gain an understanding of how to increase participation in sport while further developing their knowledge and understanding of anatomy and physiology in a contextualised way. They will then apply their knowledge and skills to planning and delivering sports activity sessions for participants in practical sessions. In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment. This qualification has been developed in close consultation with focus groups, current practitioners and employers to ensure that all of the key skills and areas of knowledge required for learners to work effectively in the sports industry are incorporated into both the content and the assessment process.

Students will study three mandatory components, covering the underpinning knowledge and skills required for the sports sector:

- Preparing Participants to Take part in Sport and Physical Activity
- Taking part and improving other participants Sporing Performance
- Developing fitness to improve other participants' performance in sport and physical activity

ASSESSMENT STRUCTURE



Component	GLH	Qualification Weighting	Marks available	Type of assessment	Length of Assessment
Component 1: Preparing Participants to Take Part in Sport and Physical Activity	36	30%	60	Internal assessment (PSA*) with 3 tasks. Externally moderated	5 hours of supervised sessions
Component 2: Taking Part and Improving Other Participants' Sporting Performance	36	30%	60	Internal assessment (PSA*) with 4 tasks. Externally moderated	4 hours of supervised sessions
Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity	48	40%	60	External synoptic exam. Externally marked	1 hour 30 mins

GLH = Guided Learning Hours

***Pearson Set Assignments (PSAs) are set by Pearson, marked by the PE department, and moderated by Pearson.**

The components are interrelated and best seen as part of an integrated whole rather than as distinct study areas.

All components are graded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component. The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to guided learning hours.

GROUPINGS

Mixed Ability

HOMEWORK INFORMATION

Homework will be set according to the component 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 developments.



ENRICHMENT OPPORTUNITIES

- A variety of sports clubs on offer throughout the school year
- BTEC Sport lunchtime drop in/revision sessions
- Opportunities to coach students from KS3

EQUIPMENT NEEDED

- Exercise book
- Tools for Learning
- PE kit

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Provide the tools for learning 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
- Support with the student's attendance at extra-curricular sports clubs and sporting opportunities outside of school at local sports clubs

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Twitter - @ChilternEdgePE

Instagram – MECE PE

TEXTBOOKS OR REVISION GUIDES

Pearson BTEC Tech Award Level 1/ 2 (2022) Sport – Student Book

Pearson Revise BTEC Tech Award Sport (2022) Revision Guide

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Hunter

d.hunter@maidenerleghtrust.org



TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Term 1: Weeks 1 to 6 Learning outcome A: Explore types and provision of sport and physical activity for different types of participants</p> <p>Term 1: Weeks 7 to 12 Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>Term 1: Weeks 8 to 15 Learning outcome C: Be able to prepare participants to take part in physical activity</p>	<p>Term 1: week 1-3 Learning outcome C: Demonstrate ways to improve participants sporting techniques</p> <p>Component 2 Assessment: Week 4 to 6</p> <p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Aim A: Explore the importance of fitness for sports performance Term 1: weeks 5 to 9</p> <p>Term 1: Week 10 Mock external assessment (Learning Aim A)</p> <p>Learning Aim B: Investigate fitness testing to determine fitness levels Term 1: Week 11 to 14</p> <p>Term 1: Week 15 Mock External assessment (Learning Aim B)</p>
2	<p>Term 2: Weeks 16 and 17 Learning outcome C: Be able to prepare participants to take part in physical activity</p> <p>Component 1 Assessment – weeks 18 to 20</p>	<p>Term 2: Week 16 to 21 Learning Aim C: Investigate different fitness training methods</p> <p>Term 2: week 22 Mock external assessment (Learning Aim C)</p>



	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Term 2: Week 21 – 27 Learning outcome A: Understand how different components of fitness are used in different physical activities</p> <p>Term 2: 28 - 30 Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</p>	<p>Term 2: Week 23 to 26 Learning Aim D: Investigate fitness programming to improve fitness and sports performance</p> <p>Term 2: Week 27 Mock External Assessment (Learning Aim D)</p> <p>Term 2: Week 28 – 29 Revision</p> <p>Term 2 Week 30: Mock External Assessment (Component 3)</p>
3	<p>Term 3: 31 to 33 Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>Term 2: week 34 to 37 Learning outcome C: Demonstrate ways to improve participants sporting techniques</p>	<p>Term 3 Week 31 – Revision</p> <p>Term 3: Week 32 – External Assessment</p>



COMBINED and SINGLE SCIENCES: AQA

CURRICULUM INTENT

- Inspire students to consider STEM based careers.
- Develop the problem-solving capability of all students.
- Development of practical based skills of all students.
- Build upon the literacy and numeracy taught across the school and emphasise the scientific terminology and data analysis skills.
- Develop student independent learning skills in line with school policy.
- Maintain the popularity of the subject as an A level option through engaging and thought-provoking lessons at KS4

CURRICULUM IMPLEMENTATION

- Use of targeted questioning.
- Clear routines/expectations in place for transitions, presentation or work/DIRT, pair/group work etc.
- Knowledge/skills reviews will take place each topic in the form of skills-based assessments.
- Students will be trained to select and use resources independently (BBBB).
- Exercise books will be developed as key resources with standardised presentation and retrieval codes.
- Homework will be used to consolidate and extend knowledge and skills.
- Teachers will ensure that students understand the place of each learning within sequences of learning.
- Teachers will develop student's ability to problem solve using practical investigations and application of knowledge.
- Sequencing is at the heart of our SoW. This rationale outlines what students learned at the previous key stage, what they will learn in the topic and how this links to the next key stage. This will enable students to not only develop mastery of key concepts but also develop an appreciation of the subject.

OVERVIEW

The Year 9 curriculum 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 encourage students to develop a critical approach to scientific evidence.

In today's world where Science knowledge is crucial, I believe that a good grounding 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 45 minutes each	6 – 2 Bio, 2 Chem, 2 Phys 1hr 15 minutes each



Career aspirations?	Medicine, Veterinary, Lawyer, Nursing, Midwifery, Dentistry etc. Any 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.
AO2: Apply knowledge and understanding of scientific ideas; scientific enquiry, techniques and procedures.
AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.
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 practical's that are completed as a part of the normal teaching lessons, these practical are assessed in the GCSE examinations. The Combined Science course has 6 examinations, each 1 hour and 15 minutes long.
Students will need to sit two of the papers for each subject; Biology, Chemistry, and Physics.

GROUPINGS

The set 1 for Year 9, 10 and 11 will be studying studying the GCSE Triple Science course which leads to three GCSEs in science. Those students who gain grades that would be more suited to Combined Science Year 9 will progress to the Combined Science Trilogy course, which moves at a slightly slower pace and allows more time to recap previous learning. This decision would take place after the Christmas holidays in Year 10. The set 2 and set 3 in Year 9, 10 and 11 are all studying the Combined Science Trilogy course.
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 AQA GCSE Triple Science course. At the beginning of Year 9 some targeted students will begin the Entry level certificate in science which is intended to help students prepare to take their GCSEs.

HOMEWORK INFORMATION

In Year 9, 10 and 11 homework is based around the idea of consolidation of work covered in class. This will be via a Tassomai 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.

There are also extended pieces of homework that may be set by the teacher, such as writing up an experiment, practicing exam questions or some extra reading around the subject being taught in the lessons.

EXTENDED STUDY INFORMATION

Please do watch out for optional homework on Bromcom/Google Classroom. 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. It is strongly recommended students have an A4 lever arch file at home to store the booklets students work on in class – they will receive one booklet per topic from the beginning of year 9.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Parents can help by ensuring homework is complete and encouraging students to think and become passionate about science!

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Seneca Learning, BBC bitesize,

TEXTBOOKS OR REVISION GUIDES

The AQA textbook is available as an online resource (please contact the curriculum leader for further information should you wish to purchase access)

The CGP revision guides are cost effective and cover the AQA course – I recommend purchasing these after the Year 10 Easter holidays when we can best decide which GCSEs the students take.

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Ms. Katharine Hardman



TERM	COURSE CONTENT: Knowledge and skills		
	Year 9	Year 10	Year 11
1 and 2	Chemistry A. The Atom + Core Practical Physics C. Particle Model + Core Practical Biology D. Cell biology E. Core Practical x2	Biology A. Photosynthesis B. Core Practical x1 Physics C. Energy D. Space (Triple only) E. Core Practical x2 Chemistry F. Chemical changes	Biology A. Coordination + Core Practical B. Genetics Chemistry C. Chemical Quantities + Core Practical D. Chemical analysis Physics E. Waves
ASSESSMENT OPPORTUNITIES	3 x End of Topic test 5 x Core Practical's - extended writing	2 x End of Topic test 3 x Core Practical's - extended writing	3 x End of Topic tests Core Practical - extended writing
3 and 4	Biology F. Transporting substances + Core Practical x2 Chemistry G. Bonding + Core Practical Physics H. Electricity + Core practical	Chemistry A. Energy changes + Core Practical Physics B. Atomic structure Biology C. Health Matters	Physics A. Magnetism and Electromagnetic Induction Chemistry B. Organic chemistry (triple only) C. Sustainable development Biology A. Inheritance, Evolution and Variation REVISION
ASSESSMENT OPPORTUNITIES	3 x End of Topic test 4 x Core Practical's - extended writing	EXAM COVERING EVERYTHING LEARNT IN SCIENCE YEAR 9/10	Pre-Public examinations – ALL PAPERS
5 and 6	Chemistry I. The Atmosphere J. Sustainable development Physics K. Forces & Core practical + Thorpe Park	Biology A. Ecology + Core Practical field trip Chemistry B. Rate and extent of chemical change	REVISION
ASSESSMENT OPPORTUNITIES	1 x Core Practical's – extended writing 2 x End of Topic tests End of Year tests – Bio, Chem and Phys	Core Practical's – extended writing 2 x End of Topic tests	GCSEs
	End of Year tests 30 minutes – Bio, Chem and Phys	End of Year tests 30 minutes – Bio, Chem and Phys	



PSHE 22-23: KS4

OVERVIEW

At Maiden Erlegh Chiltern Edge we recognise the personal development of students is a fundamental part of our academic and pastoral work. It is our intention to create good local, national and global citizens, who develop good character and resilience. To this end, we aim to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals whilst doing this. We aim to teach students about British values, mutual respect and tolerance.

Topics for all students are grouped into 7 core themes:

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

These sessions will be relevant to the age, understanding, cultural background and circumstances of the students. They will also reflect their needs in terms of language, learning styles and abilities.

ASSESSMENT

Assessment of Learning: Using the unit objectives self-assessment table to compare prior knowledge and understanding to end of unit knowledge and understanding.

Assessment for Learning:

Discussions, mini plenaries, differentiated questioning and feedback on written tasks, performance tasks and creative tasks.

GROUPINGS

Year 10-11 are taught in English sets for PSHE.

Group sizes range from 20-30 depending on total year group size, therefore the number of groups differs between year groups.

HOMEWORK INFORMATION

Students are not directly set tangible homework tasks on BromCom. However, students are often left with questions to consider or small tasks (acts of kindness) to carry out before their next lesson.

Examples of these are: 'From now on, if you encounter someone making a prejudice remark towards someone else, whether it be race, sexuality etc., challenge them on it' or 'Carry out one random act of kindness this week e.g. compliment someone when you notice they are doing something particularly well in class, hold the door open for someone, cook dinner'.

EXTENDED STUDY INFORMATION

Students also engage with PSHE and SMSC subjects within tutor time and assembly time. These programmes run alongside the PSHE curriculum and aim to support and solidify learning.



Students are also encouraged to engage with leaflets, campaign materials and videos to further support their personal development. These are often provided by class teachers or tutors.

ENRICHMENT OPPORTUNITIES

Trips

Students are invited to attend community focused trips. For example: last academic year students went on a trip to the local Retirement Home and had tea with the residents.

Students are invited to attend and help at sporting events within local primary schools, to help develop their leadership and personal skills.

Clubs

Student council – students can be voted into the student council by their peers. The student council consists of two students from each tutor group. The council is run by two year 11's. The students meet in their key stage once every half term and there is a whole school council meeting once every term.

Visiting Speakers

CAMHS sessions provided by outside professionals focusing on resilience.

Authors

Nurse leads sessions on Relationship and Sex Education

'Smashed Live' – Educational performance focused on the risks of underage drinking

'Under my Skin' – Educational performance based on self-harm



KS4 Curriculum Overview

Theme	Year 10	Year 11
Term 1a: Emotional Wellbeing	Exam Preparation <ul style="list-style-type: none"> • Revision Techniques • Revision Plan • Managing Stress • Mind-mapping 	Exam Preparation <ul style="list-style-type: none"> • Revision Techniques • Revision Plan • Managing Stress • Mind-mapping
Term 1b: Careers, Work Experience and Work-Related Learning	Weeks 1 - 7 Preparation for Work <ul style="list-style-type: none"> • Employment skills • Interviews • Education, work and apprenticeships • Curriculum Vitae • Application Forms 	Weeks 1 - 7 Your Rights @ Work! <ul style="list-style-type: none"> • Harassment • Employer and employee responsibilities • Unions • Customer services • Corporate brand • Careers interviews
Term 2a: British Values	The Rule of Law <ul style="list-style-type: none"> • Law, crime and punishment • Going to court • Real cases • Antisocial behaviour • ASBO 	Democracy <ul style="list-style-type: none"> • Structure of government • Political parties • Manifestos • Elections
Term 2b: Citizenship and Community	Weeks 1 - 7 Extremism and Tolerance <ul style="list-style-type: none"> • Discrimination and bigotry • Extremism • Radicalisation • Role of communities • Accessing support 	Weeks 1 - 7 RSE <ul style="list-style-type: none"> • Sex & the Media • Consent
Term 3a: Personal Health	Sex <ul style="list-style-type: none"> • Sex and the media • Consent, respect and boundaries • Pornography • Impact of drugs and alcohol on behaviour • Harassment • Stalking • Faith and beliefs 	Preparation for life after secondary school <ul style="list-style-type: none"> • Alcohol & drugs • Stalking • Pornography • Revision techniques • Revision timetable
Term 3b: Risk and Safety	Parenting <ul style="list-style-type: none"> • Teenage pregnancy • Having a baby • Parenting • Abortion • IVF, Adoption and Fostering 	GCSE Exam Period



PHYSICAL EDUCATION: KS4 CORE

INTENT

Maiden Erlegh Chiltern Edge Physical Education curriculum is designed to inspire and engage all students and is devoted in allowing students to unlock their potential through sport, exercise and physical activity. At MECE we have developed a reputation for supporting and encouraging all of our students to participate consistently and enthusiastically during curriculum time and establish healthy active lifestyles outside the taught curriculum.

OVERVIEW

All students have 2 lessons per week (4 lessons across the 2week timetable) and activities change every half term and cover a wide variety of sports and activities.

GROUPINGS

Students will be taught in variety of groupings depending on the timetable. These could be mixed sex and mixed ability groups, single sex mixed ability group and ability based classes.

ENRICHMENT OPPORTUNITIES

Students are encouraged to participate in sporting clubs as extra-curricular activities both at lunch time and after school. This includes fixtures and tournaments which take place outside the school day.

The extra-curricular timetable can be found on the school website and within the PE department.

EQUIPMENT NEEDED

Please see PE Kit list below or on the school website:

Navy blue polo shirt (with logo embroidered – purchase from Stevenson's)

Navy blue shorts/skort

Navy blue sports socks

White sports socks (indoor PE sessions)

Navy blue Microfleece/jumper

Navy blue tracksuit bottoms

Non-marking trainers

Football boots

Shin pads

gum shield* – recommended for contact rugby/hockey

Students should change into PE kit for every lesson (even when excused) and ensure that a note is provided in the event of needing to be excused.

Students should change into PE kit for every lesson (even when excused) and ensure that a note is provided in the event of needing to be excused.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Encourage your child to lead an active and healthy lifestyle by attending sports clubs both within school and outside of school.

Support your child to make sure they have the correct kit for every PE lesson.



USEFUL ONLINE INFORMATION/ONLINE RESOURCES

Twitter - @ChilternEdgePE

CONTACTS / ANY FURTHER INFORMATION

Curriculum Leader: Mr D Hunter

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TERM	COURSE CONTENT: Knowledge and skills	
	Year 10	Year 11
1, 2, 3, 4, 6	<p>Students will continue with some programmes of study from KS3. The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.</p> <p>Students, where possible will get a choice of pathway which they will stay on for the whole term. Pathways – Traditional games, Alternative games, Leadership, and Fitness Development. Examples of sports/activities used:</p> <ul style="list-style-type: none"> Rugby Football Netball Hockey Fitness Badminton Handball Basketball Cricket Rounders Athletics Trampolining Softball Lacrosse Ultimate frisbee Dodgeball Dance 	<p>Students will continue with some programmes of study from KS3. The main purpose in the selection of these activities is to support GCSE attainment. However, they will also offer greater variety to students and hopefully stimulate greater enjoyment of their experiences with us.</p> <p>Students, where possible will get a choice of pathway which they will stay on for the whole term. Pathways – Traditional games, Alternative games, Leadership and Fitness Development. Examples of sports/activities used:</p> <ul style="list-style-type: none"> Rugby Football Netball Hockey Fitness Badminton Handball Basketball Cricket Rounders Athletics Trampolining Softball Lacrosse Ultimate frisbee Dodgeball Dance
ASSESSMENT OPPORTUNITIES	Students are not assessed in KS4 Core PE.	Students are not assessed in KS4 Core PE.