

Upton Hall School FCJ

KS4 Curriculum Booklet 2021-2023



School Mission Statement FCJ Schools

Upton Hall School FCJ strives to provide educational experiences that will enable individuals to achieve their full potential in every aspect of their development, both in school and as active members of the wider community.

Inspired by the vision of the Foundress of the FCJ society, we aim to promote a Christian ethos that encourages students to value the pursuit of excellence, and allows them to attain personal fulfilment by making a purposeful contribution to society.

“Thy kingdom come, Thy will be done”

Vision Statement FCJ Schools

Inspired by the Gospel and true to Marie Madeleine’s founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God’s grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

This vision is encapsulated in our six key FCJ values:

Excellence is an inclusive value in an FCJ school, incorporated in every aspect of school life and living. The ideal of excellence ‘for God’s greater glory and salvation of souls’ pervades Marie Madeleine’s writings and recommendations.

Companionship is an all-pervading quality present when we work together in an atmosphere of support and love. Companionship is breaking the bread of life together.

Dignity: It is of the essence that the dignity of each person is recognised, as that of a human being made in the image of God. Everyone is genuinely listened to and what they say is heard.

Justice: being in right relationship with God, self, others and creation.

Hope is a faith-based attitude of mind and heart which enables us to think, speak and act in accordance with Gospel beliefs and FCJ values. Hope inspires and enables us to persevere in the face of difficulties and disillusionment.

Gentleness: Above all, through God’s grace, the whole is marked by gentleness, the gentle strength that comes from ‘the fruit of quiet self possession that has been gained through daily growth in self-understanding through the light of grace’.

School Motto

Age quod agis
Whatever you do - do well!

Contents

Page

Introduction	7
The Curriculum for Years 10-11: 2021-2023	10
The General Certificate in Education GCSE	12
Academic Expectations	13

Core Subjects

Group A

English and English Literature	15
Mathematics	17
Religious Studies	18
Science (Biology, Chemistry and Physics)	20

Option Subjects

Group B

English Baccalaureate (including: Modern Foreign Languages, History and Geography)	32
--	----

Group C

Art & Design	41
Design Technology	46
Drama	48
Geography (See page 41-42)	
History (See page 39-40)	
Computer Science	53
Music	55
Physical Education (Full GCSE)	57

Non Examination Core Subjects

Physical Education	61
Personal, Social and Health Education	64

KS4 CURRICULUM 2021-2023



INTRODUCTION

This booklet is designed to provide you and your parents with detailed information regarding the Year 9 choices offered at Upton Hall School. You have already made your Technology, Arts and languages choice in Year 8. The curriculum is **broad and balanced** to enable you to study a range of subjects at GCSE level and to acquire a variety of skills.

Whatever subjects you choose, the structure of the curriculum will provide you with a good foundation for A level studies in the Sixth Form. Read this booklet carefully. Discuss the contents with your parents and ask your teachers for advice.

Once you have made your choices you should keep this booklet safe. It will be useful to you over the course of the next two years as it provides information about the content of your GCSE courses, a description of coursework or controlled assessments and the examination format and mark allocation.

The Process

Spring Term

- ◆ Study this booklet and discuss the contents with your parents.
- ◆ You will be required to complete the GCSE Form and return it to your form teacher by **Monday 22 February 2021**

All pupils will begin the Year 10 course in September 2021 by studying 10 GCSE subjects. The curriculum is designed to ensure that all pupils acquire a broad range of skills and are equipped to compete for higher education courses, apprenticeships or employment that has training and opportunities for progression.

At Upton girls say that they love the wide range of subjects that they study in Year 9 and many want to continue with all of these into Year 10! However the focus in Years 10 and 11 is on 'quality' rather than 'quantity' and this is in order to enable the girls to achieve top grades.

In Years 10 and 11 the pupils will be encouraged to plot their own progress against baseline grades which will be generated using the girls' Key Stage 2 results and plotting their progress using past progress of pupils nationally with similar results. As Upton pupils make better than average progress these grades become the minimum or baseline and they are encouraged to build on these. They will also be assessed on the progress they have made since Key Stage 2 and all girls are expected and have the ability to make very good progress. It is these measures i.e. the 'quality' not the number of subjects that will enable them to succeed in a highly competitive world.

All girls at Upton study triple award Science. We commence this course in Year 9 and it is spread out over 3 years. For this reason, Science is not in the option blocks and it therefore does not take the place of an option subject. If any of the girls have a particular aptitude for languages and are currently enjoying and making good progress in two languages, we would encourage them to continue with these languages. Girls who want to take languages for A level are strongly encouraged to study two languages at GCSE and two at A level. Languages staff will assist your daughter with this decision.

An excellent selection of creative and practical subjects is available to pupils in the Option Subjects although pupils may wish to choose another Humanities' Subject (History or Geography) or decide to keep their second language on to GCSE level.

The English Baccalaureate is accessible to all pupils. Details of this can be found on page 21. Every year the Year 11 results show that girls at Upton make great progress. We are looking forward to this year group doing just as well and maybe better! Upton is always one of the top performing schools for girls gaining the English Baccalaureate

How to choose

- ◆ When you have read this booklet you should have a clear idea of the Curriculum available to you in Years 10 – 11.
- ◆ Although the amount of choice is limited it is important that you choose wisely.

Choose because

- ◆ You have a good understanding of what the subject involves and feel confident that you can work with interest and enthusiasm.
- ◆ The subject complements or maybe contrasts with your other subjects.
- ◆ Your teachers believe you have the ability to succeed in the subject.
- ◆ The balance of coursework/controlled assessments and examinations suits your disposition and you are determined to succeed.

Do not choose because

- ◆ Your friends have made that choice.
- ◆ The subject sounds easy.
- ◆ You like the teacher.
- ◆ You cannot think of anything else.

THE CURRICULUM FOR YEARS 10-11: 2021- 2023



THE CURRICULUM FOR YEARS 10-11: 2021- 2023

GCSE COURSES: 2021-2023

In Years 10 and 11 your curriculum combines CORE subjects studied by everyone and OPTION subjects that are selected with the advice of teaching staff. Read the information below carefully and then turn over and complete the Curriculum Form.

GROUP A SUBJECTS

Group A: These subjects are studied by everyone with no choices available

English (English Language and English Literature)	2 GCSE subjects
Mathematics	1 GCSE subject*
Religious Studies	1 GCSE subject
Science (Biology, Chemistry and Physics)	3 GCSE subjects
Physical Education - All students participate in a programme of Physical Education at KS4.	
*The most able mathematicians, judged on school performance to date, will be entered for mathematics and further mathematics.	

You will study 7 subjects in Group A and 8 if Further Mathematics is included

GROUP B SUBJECTS

Group B: These subjects are studied by everyone but some choice is built in.

Modern Foreign Languages: You made your choice last year and you are now studying either one or two languages. You have to continue to study a language of your choice. You may wish/be advised to study a second language.

Humanities (Geography and History): You need to study **at least one** of these subjects.

You will study 2 subjects in Group B (the second language will be counted in Group C below)

GROUP C SUBJECTS

You may choose ONE of these subjects (if you are studying 2 modern foreign languages your second language will be in this group)

You will study one subject from Group C

Art and Design
Design and Technology- Product Design
Drama
Computer Science
Geography or History (This is in addition to your Humanities' choice above)
Music
Physical Education (Full GCSE qualification)
A second modern foreign language (If you choose two languages, one must be French)

You will be studying 10 GCSEs or 11 if you are taking Further Mathematics.

THE GENERAL CERTIFICATE IN EDUCATION GCSE

AQA, Edexcel, OCR and EDUQAS are the Examination Boards we use for GCSE. These Boards are responsible for designing specifications, setting examinations, marking papers and awarding certificates. The Board and Specification are chosen by the Head of Faculty/Department, in consultation with the subject teachers, and are selected to provide the most stimulating course likely to lead to examination success.

All GCSEs are now reformed.

The main features of the new GCSEs are:

1. A new grading scale of 9 to 1 will be used, with 9 being the top grade (see the table below for how the new and old grades compare). This will allow greater differentiation between students and will help distinguish the new GCSEs from previous versions.
2. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
3. There will be new, more demanding content, which has been developed by government and the exam boards.
4. Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.
5. Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities.

Comparison between new and old grading

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

ACADEMIC EXPECTATIONS

Embarking on GCSE courses requires commitment and dedication from you. The satisfaction you will gain as a consequence of achieving well at GCSE will more than compensate for the efforts you need to make.

You need to take an active part in your own learning.

Pay keen attention in lessons. Prepare your work thoroughly. This means doing homework each evening according to your Homework Timetable. In Years 10 and 11 you need to spend two hours each night doing homework if you are to do justice to your ability. Remember once time is wasted it is gone forever. Later in life you will be competing with other people for places on courses and later again for jobs. Ensure that you do all you can now so that you will be successful later.

Be prepared to ask for help if you do not understand a topic. If you know you are going to be absent, prepare and hand in work ahead of that absence or if this is not practical, as soon as possible, on your return.

Ensure that any missed work is copied up.

A business like attitude will help you to succeed and will enable you to avoid falling into the unpleasant situation of feeling overburdened and unable to cope. Feeling stressed about work will not produce either happiness or success!

GCSE courses will challenge you academically but you have the ability to do really well. By engaging in the work and acquiring good patterns of study you will enjoy this challenge. All pupils at Upton Hall School are expected to achieve at least five GCSEs at grades 9 - 4 and experience shows that the vast majority have the ability to achieve 9 - 7 grades in most subjects.

To help you measure your own progress you will be set a minimum baseline grade in each subject based on your achievements at Key Stages 2 and 3. You should be determined to match this grade if not exceed it.

In some cases, using Year 10 examination data, the Science faculty will decide to enter students for the Trilogy award rather than separate sciences.

GROUP A SUBJECTS: The Core Curriculum

The GCSE English Language and English Literature is a superb course which helps students to develop a wide range of essential skills including reading, writing, speaking and listening. Students are introduced to very challenging and engaging literary texts across several genres (prose, poetry and drama) and social, historical and cultural contexts (modern, Victorian, Romantic, Renaissance, etc.). They will also develop their writing skills in fiction and non-fiction, creative and transactional contexts. Students will be encouraged to engage critically with high-quality texts and develop sophisticated independent interpretations.

How the course is assessed: English Language		
Exam	20th Century Literature Reading and Creative Prose Writing, 1 hour, 45 mins	19 th and 21 st century Non-Fiction reading and transactional or persuasive writing 2 hours
Exam	Reading fiction prose and creative writing	Reading two unseen non-fiction pieces and writing two transactional and persuasive pieces
Weighting	40%	60%

How the course is assessed: English Literature		
Exam	Shakespeare and poetry, 2 hours	Post1914 prose/drama, 19 th century prose and unseen poetry, 2 hours, 30 mins
Content	Much Ado About Nothing and a Poetry Anthology	An Inspector Calls, A Christmas Carol, unseen poetry, one of which is a comparison
Weighting	40%	60%

Achieving success in English GCSEs is one of the key building blocks to your future careers. Many courses and employers will expect to see that your daughter has gained this qualification. In addition to this, English language and literature gives students many valuable skills such as the ability to write clearly and persuasively, to analyse new texts, to appreciate the power of language, to engage with new concepts, to think independently and creatively. These are an essential foundation for many, if not all, further and higher education courses and the skills gained in English are sought after by most employers.

Students will be regularly assessed through the course using their GCSE English Language and GCSE English Literature assessment booklets. These in-class assessment tasks are essentially a series of mock examinations in which students complete real examination questions in examination conditions. Students will be given detailed formative and summative feedback on each task with clear instructions on how individuals can improve and progress. In order to help her to get the most from the course, the English department provide a range of extra-curricular opportunities. These include:

- Victorian Reading Club
- Debating Society
- Theatre trips
- Poetry Live
- Author visits/workshops
- University trips/taster days
- Writing competitions (poetry, short stories)
- School magazine

Wider reading is an essential part of students education and should aim to read some of the books Reading lists.

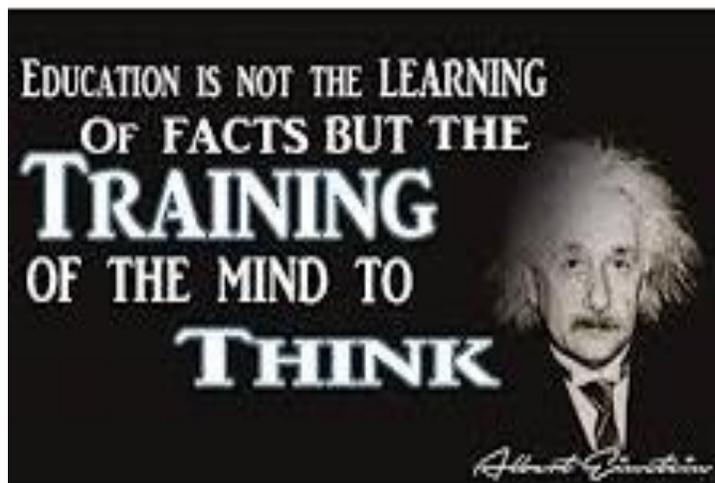


	Year 10	Year 11
Autumn 1	<p>ENGLISH LANGUAGE</p> <p>Creative / Prose Writing</p> <p>Students explore the short story genre reading numerous examples and identifying key techniques.</p>	<p>ENGLISH LITERATURE</p> <p><i>An Inspector Calls</i></p> <p>Students explore Priestley's famous play tackling key themes, key characters and use of dramatic devices.</p>
Autumn 2	<p>ENGLISH LITERATURE</p> <p><i>A Christmas Carol</i></p> <p>Students explore Dickens' famous novella, key themes and the Victorian context.</p>	<p>ENGLISH LANGUAGE</p> <p>Non-fiction Reading</p> <p>Students work through a detailed bank of non-fiction extracts and practice questions to improve examination technique.</p>
Spring 1	<p>ENGLISH LANGUAGE</p> <p>20th Century Literature Reading</p> <p>Students work through a bank of fiction extracts and practice questions to improve examination technique.</p>	<p>ENGLISH LANGUAGE</p> <p>Transactional / Persuasive Writing</p> <p>Students work through a bank of non-fiction texts and text types exploring key features of various text types and how writers adapt language for various purposes and audiences.</p>
Spring 2	<p>ENGLISH LITERATURE</p> <p><i>WJEC Poetry Anthology</i> - Poetry from 1789 to the present day. Students study 18 poems from various writers and periods examining key themes like war, nature, love and loss.</p>	<p>ENGLISH LITERATURE</p> <p><i>Unseen Poetry from the 20th/21st Century</i></p> <p>Students work through bank of unseen poems to improve examination techniques</p>
Summer 1	<p>ENGLISH LITERATURE</p> <p><i>WJEC Poetry Anthology</i> - Poetry from 1789 to the present day (continued)</p>	<p>ENGLISH LITERATURE</p> <p><i>Unseen Poetry from the 20th/21st Century</i></p> <p>Students work through bank of unseen poems to improve examination techniques</p>
Summer 2	<p>ENGLISH LITERATURE</p> <p><i>Much Ado About Nothing</i></p> <p>Students explore Shakespeare's genuinely funny comedy, examining key themes, key characters, various contexts, use of language and dramatic devices..</p>	<p>REVISION</p>

GCSE Mathematics encourages students to develop a positive attitude towards the subject and recognise the importance of mathematics in daily life. Pupils build on a sound base of conceptual understanding to apply mathematical techniques in a variety of authentic contexts. In studying mathematics, pupils will become fluent in the fundamentals of mathematics, be able to reason mathematically and develop their ability to solve problems. They should be able to apply their mathematical knowledge to other subjects.

Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

How the course is assessed			
	Paper 1	Paper 2	Paper 3
Content	All topics	All topics	All topics
Exam	Written – calculator allowed	Written – no calculator allowed	Written – calculator allowed
Weighting	100 marks One third	100 marks One third	100 marks One third



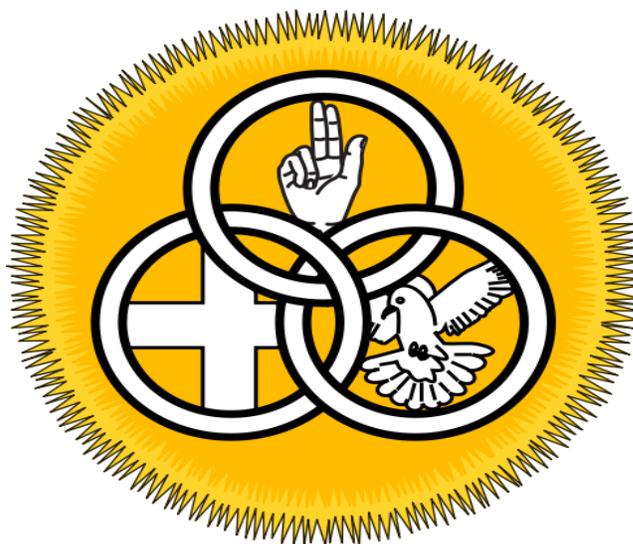
In addition to the above skills, we aim for our pupils to retain key knowledge of:

- Basic number skills, including manipulation of fractions and decimals
- Solving equations, particularly when they are written in different ways
- Straight line graphs and co-ordinate geometry
- Basic shape skills, including area perimeter volume and trigonometry

Studying mathematics provides pupils with life-long skills and key knowledge that is a valuable asset to any employer or establishment of further education.

The GCSE course in Religious Studies builds upon the learning completed in Key Stage Three. Students are challenged to investigate key aspects of Catholic teaching, belief and practice. An exploration of another world faith is conducted through a study of the beliefs and practices of Judaism. Literacy, analysis and evaluation skills are developed throughout the course enabling students to explore their own beliefs and the beliefs of others.

How the course is assessed			
	Paper 1	Paper 2	Paper 3
Content	Catholic Christianity	Judaism	Philosophy and Ethics
Exam	1 Hour 45 Mins	50 Mins	50 Mins
Weighting	50%	25%	25%



What can I do after this course?

Alongside inspiring personal reflection and deep thought, Religious Studies helps students develop their literacy, analytical and evaluation skills. These are highly transferable qualities which are sought after by both universities and employers. Indeed, the value of the subject is recognised by all major universities with the Religious Studies and Theology departments being amongst the most prominent at further education establishments such as the universities of Oxford and Cambridge.

Students of Religious Studies have a wide range of careers options with many choosing to follow professions in areas such as law, medicine or teaching. Any career where decision making, evaluation of tasks or circumstance and communication skills are required ties into the curriculum offered by the Religious Studies Department.

Topics covered during the GCSE:

Catholic Christianity: Beliefs and Teachings

An investigation into Catholic beliefs on topics such as; The Trinity, Creation and Eschatology.

Catholic Christianity: Practices

An investigation into the religious practices of Catholics including topics such as; The Sacraments, Pilgrimage and Catholic Social Teaching.

Catholic Christianity: Sources of Wisdom and Authority

An investigation into the moral authorities and how personal and ethical decisions may be made by an individual.

Catholic Christianity: Form of Wisdom and Expression

An exploration of how religious belief can be expressed through the arts such music, statues and drama.

Judaism: Beliefs

An exploration of Jewish religious beliefs including topics such as; the nature of God, Life after death and the Covenants.

Judaism: Practices

An exploration of Jewish religious practices including topics such as; prayer, rituals, worship and festivals.

Catholic Christianity: Philosophy

An investigation into logical arguments for and against the existence of God.

Catholic Christianity: Ethics

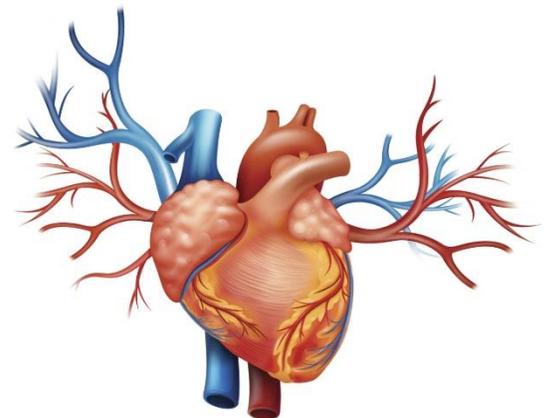
An investigation into Ethical topics with a focus on the responses to such issues by Catholics, Other Christians and Non-Religious people.

Biology is the science of living organisms and their interactions with each other and the environment. The study of biology involves exploring ideas and concepts that all of us can relate to. By collecting and interpreting information about the natural world around us, we can identify patterns and relate possible causes and effects. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

The AQA GCSE Biology course is started in Year 9. It is a 3 year linear course and culminates in a written examination comprising two papers. Students build upon their scientific knowledge and investigative skills gained in Year 7 and 8. To start, pupils study fundamental concepts such as cells and the transport of materials into and out of cells which are then applied to numerous human biology topics such as the human digestive, circulatory and immune systems. As the course progresses, we study how we, as humans, have evolved and how we interact with other organisms and our environment. In year 11 pupils are taught the more complex concepts of homeostasis, inheritance and genetic engineering. Practical skills are developed throughout the course and, although there is a requirement from the exam board to complete 10 required practicals, students undertake a wide variety of additional practical investigations and activities.

Pupils are assessed at regular intervals throughout the course using end of unit assessments which are cumulative in nature. This means that pupils practice retrieving information from the previous topics studied to make links with others covered at various points in the course. Interim assessments are also undertaken and these are designed to help pupils to focus on extended writing and literacy skills together with mathematical skills.

	Paper 1	Paper 2
Content	Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.	Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
Exam	Written exam containing multiple choice, structured, closed short answer and open response questions. 1 hour 45 minutes 100 marks	Written exam containing multiple choice, structured, closed short answer and open response questions. 1 hour 45 minutes 100 marks
Weighting	50%	50%

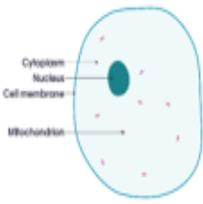
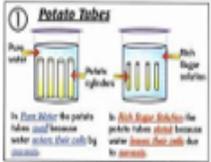
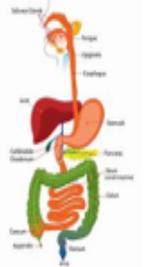
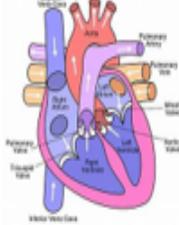
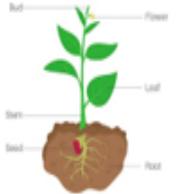


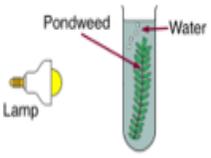
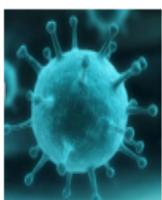
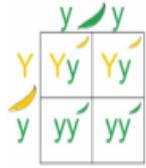
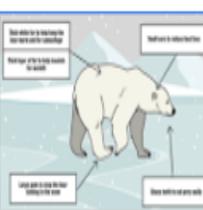
What can I do after this course?

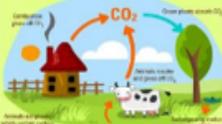
GCSE Biology equips you with a variety of transferable skills that are highly desired when applying for university courses and careers. During the course pupils have the opportunity to develop their data handling, analytical skills, scientific enquiry and problem-solving skills, and their ability to evaluate claims based on science through critical analysis of methodology, evidence and conclusions. They are also encouraged to appreciate the links to be made between Biology and the other sciences together with other subjects they study.

Biology is an important subject for a wide range of careers from aspiring to be an acupuncturist to a zoo keeper. A qualification in Biology could help you secure a career in:

1. healthcare – e.g. medicine, dentistry, veterinary science, midwifery, nursing and physiotherapy
2. research – e.g. in campaigns to develop to treat and cure illnesses such as cancer, heart disease and tuberculosis
3. conservation – e.g. marine biologist, zoo biologist, conservation officer and ecologist
4. education – e.g. encouraging people to learn about the world around them either in a classroom, lecture theatre, field study centre, laboratory or museum
5. biotechnology – e.g. in the agricultural, food science and medical industries, biotechnologists can be involved with genetic engineering, drug development and medicine
6. scientific communications – e.g. a career in publishing or journalism. Are you the next David Attenborough or Liz Bonnin?

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 9	 <p>Cell Biology</p> <p>Eukaryote and prokaryote structure</p> <p>Organisation</p> <p>Cell specialisation and differentiation</p> <p>Microscopy including IMO calculation</p> <p>RP1 - use of light microscopes</p>	 <p>Transport in cells</p> <p>Diffusion</p> <p>Osmosis</p> <p>Active transport</p> <p>RP3 – osmosis experiment</p>	 <p>Digestion and Enzymes</p> <p>Structure of the human digestive system</p> <p>Enzymes and enzyme reactions</p> <p>RP4 – Food tests</p> <p>RP5 – Effect of pH on enzyme reactions</p>	 <p>Circulatory System</p> <p>Circulatory system</p> <p>Heart, blood and blood vessels</p> <p>Coronary heart disease</p>	 <p>Non-communicable Diseases</p> <p>Non-communicable diseases</p> <p>Lifestyle and its effect on non-communicable diseases</p> <p>Cancer</p>	 <p>Plants</p> <p>Plant structure and function</p> <p>Plant tissues and organs</p> <p>Transpiration</p>

<p>Year 10</p>	 <p>Plants continued</p> <p>Photosynthesis and the use of glucose</p> <p>Plant diseases and defence responses</p> <p>RP6 – Rate of photosynthesis</p>	 <p>Respiration</p> <p>Aerobic and anaerobic respiration</p> <p>Metabolism and response to exercise</p> <p>Communicable diseases</p> <p>Viral, bacterial and fungal diseases</p> <p>Human defence systems</p>	 <p>Communicable diseases cont'd</p> <p>Vaccination and antibiotics</p> <p>Drug development</p> <p>RP2 – Effect of antimicrobials on bacteria</p> <p>Monoclonal antibodies</p> <p><i>Production and use of monoclonal antibodies</i></p> <p>Cell division</p> <p>Chromosomes</p> <p>Mitosis, the cell cycle and stem cells.</p>	 <p>Reproduction</p> <p>Meiosis</p> <p>Sexual and asexual reproduction</p> <p>DNA and the genome</p> <p>Genetic inheritance</p> <p>Inherited disorders and sex determination</p> <p><i>Advantages of sexual and asexual reproduction</i></p> <p><i>DNA structure</i></p> <p><i>The understanding of genetics</i></p>	 <p>Adaptations, interdependence and competition</p> <p>Communities</p> <p>Adaptations</p> <p>Abiotic and biotic factors</p>	 <p>Organisation of an ecosystem</p> <p>Levels of organisation in an ecosystem</p> <p>RP9 – sampling techniques to estimate population size</p>
-----------------------	---	--	---	---	--	---

<p>Year 11</p>						
	<p>Trophic levels in an ecosystem</p> <p>How materials are recycled</p> <p><i>Trophic levels</i></p> <p><i>Pyramids of biomass</i></p> <p><i>Transfer of biomass</i></p> <p><i>Decomposition</i></p> <p><i>RP10 – investigating the effect of temperature on decay</i></p> <p>Biodiversity (1/2 term project)</p> <p>Biodiversity and maintenance</p> <p>Waste management, land use, deforestation and global warming</p> <p><i>Impact of environmental change</i></p> <p>Mock examinations</p>	<p>Human nervous system</p> <p>Structure and function of the nervous system</p> <p><i>Brain and the eye</i></p> <p>RP7 – investigation into human reaction times</p>	<p>Homeostasis & response</p> <p><i>Control of body temperature and negative feedback</i></p> <p>Human endocrine system</p> <p>Control of blood glucose concentration</p> <p>Hormones and human reproduction</p> <p><i>Water and nitrogen balance</i></p> <p>Plant hormones</p> <p><i>Control and coordination</i></p> <p><i>RP8 – investigating the effect of light/gravity of germinating seedlings</i></p> <p><i>Use of plant hormones</i></p> <p>Variation and evolution</p> <p>Variation</p> <p>Evolution</p> <p>Selective breeding</p>	<p>Food production</p> <p><i>Factors affecting food security</i></p> <p><i>Farming techniques</i></p> <p><i>Sustainable fisheries</i></p> <p>Development and understanding of genetics and evolution</p> <p>Evidence for evolution</p> <p>Extinction and Fossils</p> <p><i>Theory of evolution</i></p> <p><i>Speciation</i></p> <p>Classification of living organisms</p> <p>Classification of living organisms</p> <p>Genetic engineering</p> <p><i>Role of biotechnology</i></p> <p><i>Cloning</i></p>	<p>Retrieval practice and examination preparation</p>	<p>GCSE Examinations</p>

Text in italics indicates syllabus content that is Separate Science Biology only

RP indicates a required practical

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds. The AQA GCSE Chemistry course is started in Year 9. It is a 3-year linear course, with students examined at the end of the course. The content starts with fundamental aspects of chemistry such as atomic structure, bonding and the periodic table, and builds to topics in which the fundamentals are applied such as quantitative chemistry and equilibria, which are taught in Year 11. Using a spiral curriculum approach a topic is revisited and the content extended to bring in more difficult concepts as the course progresses. This benefits the student as they recap work and become more familiar with the content. Practical skills are developed throughout the course and the required practical work embedded in the GCSE schemes of work. These practical skills are, also, assessed in the examinations at the end of the linear course.

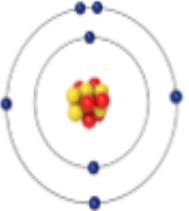
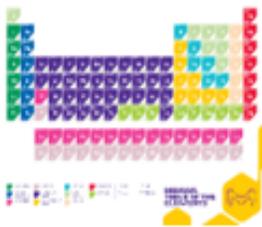
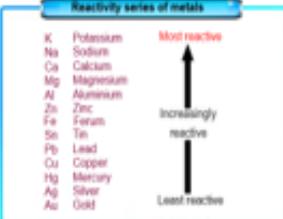
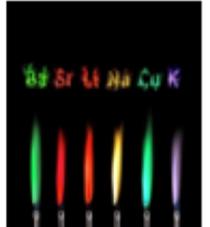
	Paper 1	Paper 2
Content	<p>Topics 1–5:</p> <p>Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.</p>	<p>Topics 6–10:</p> <p>The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.</p> <p><i>Questions in Paper 2 may draw on fundamental concepts and principles from topics 1 to 3.</i></p>
Exam	<p>Written exam containing multiple choice, structured, closed short answer and open response questions.</p> <p>1 hour 45 minutes</p>	<p>Written exam containing multiple choice, structured, closed short answer and open response questions.</p> <p>1 hour 45 minutes</p> <p>100 marks</p>

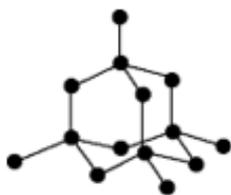
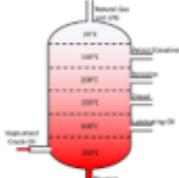
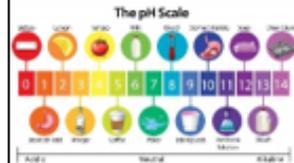
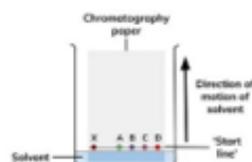
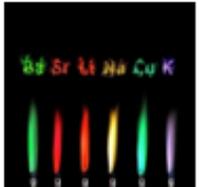
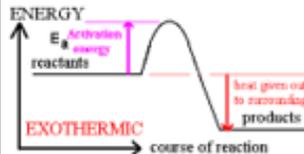
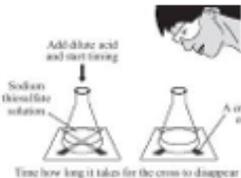


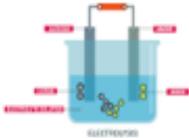
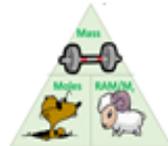
What can I do after this course? Chemistry enables you to develop research, problem solving and analytical skills. It also helps to you challenge ideas and teaches you how to work things out through logic and step-by-step reasoning.

You will also develop essential skills in numeracy, logical thinking and practical experimentation. Chemistry requires teamwork and communication skills too. All these skills mean Chemistry is a very desirable subject for numerous university courses and careers.

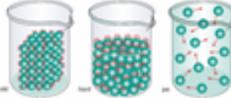
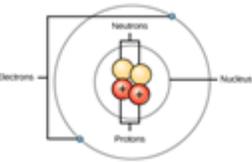
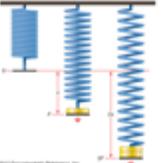
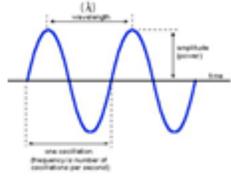
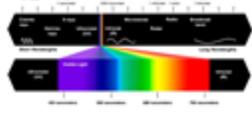
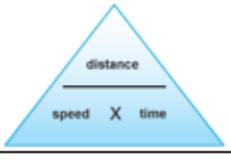
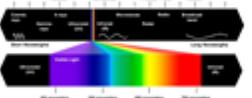
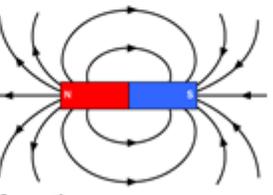
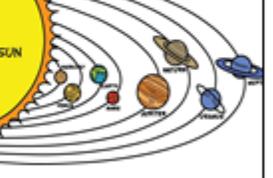
Chemistry is vital for careers in Medicine, Dentistry, Veterinary Science, Pharmacy and Chemical Engineering and is desirable in many others careers such as Nursing, Forensic Science and Research Science. Qualifications in Chemistry can also lead to careers in Law, Accounting, Journalism and Management Consulting. The list is endless!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Recap atoms, elements, compounds and mixtures from Year 7</p> <p><u>Atomic Structure</u> Atomic Structure and size of atoms</p> <p>Electronic structure</p> <p>Isotopes and calculating relative atomic mass</p>  <p>Calculating relative formula mass</p> <p>Calculating percentage composition</p>	<p><u>Bonding</u> Chemical bonds including ionic and covalent bonding</p> <p><u>Chemical Equations</u> Conservation of mass</p> <p>Balancing equations</p>  <p><u>The Periodic Table</u> The periodic table</p> <p>Development of the periodic table</p> <p>Metals and non-metals</p> <p><u>Groups in the Periodic Table</u> Group 1, group 7 and group 0</p> <p>Properties of transition metals</p>	<p><u>States of Matter</u> The three states of matter and state symbols</p>  <p><u>Reactivity of metals</u> Metal oxides</p> <p>The reactivity series</p> <p>Extraction of metals and reduction</p>	 <p><u>Corrosion</u> Corrosion and its prevention</p> <p>Alloys as useful materials</p>  <p><u>Using the Earth's resources and sustainable development</u> Potable water</p> <p>Waste water treatment</p>	<p>Alternative methods of extracting metals</p> <p>Life cycle assessment</p> <p>Ways of reducing the use of resources</p>  <p><u>The composition and evolution of the Earth's atmosphere</u> The proportions of different gases in the atmosphere</p> <p>The Earth's early atmosphere How oxygen increased and carbon dioxide decreased</p>	 <p><u>Chemical Tests</u> Flame tests</p> <p>Testing metal ions using precipitation</p> <p>Tests for carbonates, halides, sulphates</p> <p>Instrumental methods including flame emission spectroscopy</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	 <p>Properties of Matter Properties of ionic compounds</p> <p>Properties of small molecules</p> <p>Properties of metals and metallic bonding including alloys</p> <p>Giant covalent structures including diamond and graphite</p> <p>Graphene and fullerenes</p>	<p><u>Nanoparticles</u> Sizes of particles and their properties</p> <p>Uses of nanoparticles</p>  <p><u>Organic Chemistry</u> Crude oil, hydrocarbons and alkanes</p> <p>Fractional distillation and petrochemicals</p> <p>Properties of hydrocarbons</p> <p>Cracking and alkenes</p> <p>Structure and formulae of alkenes</p> <p>Reactions of alkenes</p>	$\text{R}-\text{O}-\text{H}$ <p><u>Organic Chemistry</u> <u>continued</u> Addition polymerization</p> <p>Ceramics, polymers and composites</p> <p>Alcohols</p> <p>Carboxylic acids and esters</p>  <p><u>Reactions of acids</u> Reactions of acids with metals</p> <p><u>Neutralisation</u> of acids and salt production</p> <p>Soluble salts</p>	<p>The pH scale and <u>neutralisation</u></p> <p>Strong and weak acids in terms of <u>ionisation</u> and a comparison with dilute and concentrated</p>  <p><u>Pure substances</u> Pure substances</p> <p>Formulations</p> <p>Chromatography</p> <p><u>Identification of common gases</u> Tests for hydrogen, oxygen, carbon dioxide and chlorine</p>	 <p><u>Chemical Tests</u> Flame tests</p> <p>Testing metal ions using precipitation</p> <p>Tests for carbonates, halides, sulfates</p> <p>Instrumental methods including flame emission spectroscopy</p>  <p><u>Energetics</u> Energy transfer during exothermic and endothermic reactions Reaction Profiles</p>	 <p><u>Rates</u> Calculating rates of reactions</p> <p>Collision theory and activation energy</p> <p>Factors which affect the rates of chemical reactions</p> <p>Catalysts</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p>\rightleftharpoons</p> <p><u>Equilibrium</u> The energy change of reactions</p> <p>Reversible reactions</p> <p>Equilibrium</p> <p>The effect of changing conditions on equilibrium</p> <p><u>The Haber process and NPK fertilisers (separates only)</u></p> <p>The Haber process</p> <p>Production and uses of NPK fertilisers</p> <p> <u>Polymers (separates only)</u> Addition polymerisation</p> <p>Condensation polymerisation</p>	<p><u>Polymers continued (separates only)</u></p> <p>Amino acids</p> <p>Naturally occurring polymers</p> <p></p> <p><u>Electrolysis</u> Electrolysis of molten ionic compounds</p> <p>Using electrolysis to extract metals</p> <p>Electrolysis of aqueous solutions</p> <p>Half equations</p> <p>Oxidation & Reduction</p>	<p><u>Chemical Cells & Fuel Cells (separates only)</u> Cells and batteries</p> <p>Fuel cells</p> <p></p> <p><u>Quantitative Chemistry</u></p> <p>Conservation of mass and balanced chemical equations</p> <p>Relative formula mass & % composition</p> <p>Uncertainty</p> <p>Moles</p> <p></p>	<p><u>Quantitative Chemistry</u></p> <p></p> <p>Reacting masses</p> <p>Using moles to balance equations</p> <p>Concentration</p> <p>Titrations (separates only)</p>	<p></p>	<p></p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	 <p>Particle Model of Matter. <u>Changes of state and the particle model.</u> Density Required practical 5 Changes of state <u>Internal energy and energy transfers.</u> Internal energy Specific heat capacity <u>Internal energy and energy transfers.</u> Changes of state Specific latent heat</p>	 <p>Particle model and pressure. Particle motion in gases Fluid pressure Atmospheric pressure Atomic Structure. <u>Atoms and isotopes.</u> Atomic structure History of the atom The nuclear model of the atom <u>Atoms and radiation.</u> Activity Properties of radiation Nuclear equations</p>	 <p>Atoms and radiation. The randomness of radioactivity Half life Safe use of radiation <u>Hazards and uses of radiation.</u> Background radiation Uses and dangers of radiation <u>Fission and fusion.</u> Nuclear fission Nuclear fusion</p>	 <p>Forces Part 1. <u>Forces and their interactions.</u> Naming forces Scalars and vectors Resultant forces and free body diagrams <u>Work done and energy transfers.</u> Recap of work done Hooke's Law and elasticity Required practical 6</p>	 <p>Forces and motion 1. Distance and displacement Speed Acceleration <u>Forces and motion 2.</u> Motion graphs</p> <p>Waves Part 1. <u>Waves in air, fluids and solids.</u> Properties of transverse and longitudinal waves Wave equation Required practical 8</p>	 <p>Wave behaviour. Reflection Refraction Required practical 9 <u>Sound waves.</u> Sound waves and how we hear Speed of sound measurements <u>Electromagnetic spectrum.</u> Properties of EM waves Uses and dangers of EM waves</p>
Year 11	 <p>Forces Part 2. <u>Forces and their interactions.</u> Recap of scalars, vectors and resultant forces Resolving forces Moments <u>Pressure and pressure differences in fluids.</u> Pressure Fluid pressure</p>	 <p>Forces and motion 2. Equations of motion Terminal velocity Newtons Laws Forces Part 2. <u>Forces and braking.</u> Stopping distances Momentum Safety features</p>	 <p>Waves Part 2 Lenses Magnification Visible Light <u>Blackbody Radiation</u> Infrared radiation and temperature Required practical 10 Perfect black bodies</p>	 <p>Magnetism <u>Magnetism and electromagnetism</u> Permanent and induced magnets Electromagnets <u>The Motor Effect</u> Flemings left hand rule Electric motors Loudspeakers</p>	 <p>Induced Potential Generator effect Generators Microphones Transformers <u>Space Physics</u> Life Cycle of a star The solar system and orbits Red-shift and the big bang Preparation for GCSE</p>	

GROUP B SUBJECTS: Option subjects with limited choice



GROUP B SUBJECTS: Option subjects with limited choice

This group of subjects enables us to ensure that all pupils have access to the English Baccalaureate. The rationale for the English Baccalaureate was set out in **The Schools White Paper 2010: The Importance of Teaching**.

“The English Baccalaureate will encourage schools to offer a broad set of academic subjects to age 16

- 4.21 In most European countries school students are expected to pursue a broad and rounded range of academic subjects until the age of 16. Even in those countries such as the Netherlands where students divide between academic and vocational routes all young people are expected, whatever their ultimate destiny, to study a wide range of traditional subjects. So we will introduce a new award – the English Baccalaureate – for any student who secures good GCSE or iGCSE passes in English, mathematics, the sciences, a modern or ancient foreign language and a humanity such as history or geography. This combination of GCSEs at grades 9 - 4 will entitle the student to a certificate recording their achievement. At the moment only around 15 per cent of students secure this basic suite of academic qualifications and fewer than four per cent of students eligible for free school meals. So to encourage the take-up of this combination of subjects we will give special recognition in performance tables to those schools which are helping their pupils to attain this breadth of study.
- 4.22 Alongside the number of students who secure five good GCSEs including English and mathematics, the performance tables will record the number who secure the combination of GCSEs which make up the English Baccalaureate. Those schools which succeed in giving their pupils a properly rounded academic education will be more easily identified. This will provide a powerful incentive for schools to drive the take-up of individual science subjects, humanities such as history and, especially, foreign languages.
- 4.23 The proportion of young people studying a modern foreign language at GCSE has fallen from 79 per cent in 2000 to just 44 per cent in 2008 and 2009. The introduction of the English Baccalaureate will encourage many more schools to focus more strongly on ensuring every student has the chance to pursue foreign language learning to the age of 16.”

The English Baccalaureate consists of five subjects:

- English
- Mathematics
- Science
- Modern Foreign Languages
- Humanities (History and/or Geography)

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and around the world. We aim that by year 10, all of our pupils will be confident in French, having consolidated their knowledge at KS3. It is important to emphasize that personal study and learning vocabulary and grammar are vital elements of pupils' work.

Above all, we would like our students to become confident speakers of French, to have fun, to work cooperatively with other members of the class and to develop a fascination to learn about other languages and cultures.

Aimez apprendre!

How is the course assessed?

	Paper 1	Paper 2	Paper 3	Paper 4
Exam	Speaking	Listening	Reading	Writing
Weighting	60 marks	45 marks	60 marks	60 marks



Is this the right course for me? One Modern Foreign Language is compulsory at Upton. You will need to be committed to learning vocabulary every week and work independently at home to revise the grammatical structures covered in class.

What can I do after this course?

A Level French is a facilitating subject and is highly regarded by the Russell group universities. There are at least three obvious career choices that spring to mind when talking about languages: translating, interpreting and teaching. Foreign languages are necessary in most sectors due to the proliferation of multinational businesses, internet-based companies, and the onset of globalisation. In most careers nowadays language abilities are highly valued and there is a particular shortage of people with languages in Engineering, Finance and Law. An ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and North and parts of Africa). As the world's fifth biggest economy and number-three destination for foreign investment, France is a key economic partner. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels & Luxembourg

GCSE topics covered in Y10 and Y11

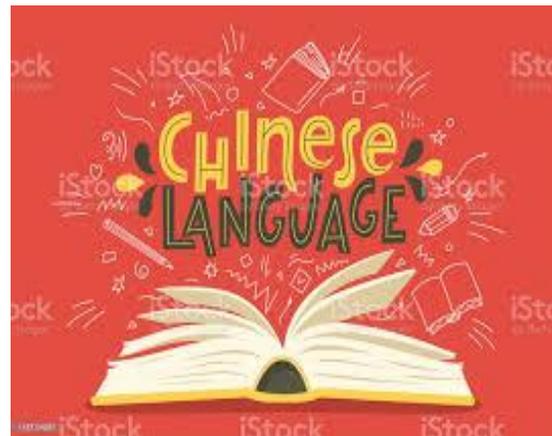
IDENTITY AND CULTURE	LOCAL, NATIONAL AND GLOBAL AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
<p>Youth culture</p> <ul style="list-style-type: none"> • Self and relationships • Technology and social media <p>Lifestyle</p> <ul style="list-style-type: none"> • Health and fitness • Entertainment and leisure <p>Customs and traditions</p> <ul style="list-style-type: none"> • Food and drink • Festivals and celebrations 	<p>Home and locality</p> <ul style="list-style-type: none"> • Local areas of interest • Transport <p>Target Language-speaking countries</p> <ul style="list-style-type: none"> • Local and regional features and characteristics • Holidays and tourism <p>Global sustainability</p> <ul style="list-style-type: none"> • Environment • Social issues 	<p>Current study</p> <ul style="list-style-type: none"> • School/college life • School/college studies <p>World of work</p> <ul style="list-style-type: none"> • Work experience and part-time jobs • Skills and personal qualities <p>Jobs and Future Plans</p> <ul style="list-style-type: none"> • Applying for work/study • Career plans



The aims of the course are

- To introduce the Chinese language, literature, culture and society to KS4 pupils.
- To develop KS4 pupils’ linguistic competence in writing, reading, speaking, listening and translation at the GCSE level, and to enhance pupils’ confidence in applying linguistic knowledge and skills to communicate effectively in real situations.
- To develop pupils’ study skills and general grammatical awareness, to enable pupils to express their ideas and thoughts at the GCSE level, and to ensure pupils’ understanding of how Chinese language works and how to manipulate it.
- To foster KS4 pupils’ curiosity and deepen their understanding of the world.
- To provide the opportunity for KS 4 pupils’ further study and to make our pupils more attractive to future employers.

How the course is assessed				
	Paper 1	Paper 2	Paper 3	Paper 4
Content	Listening	Speaking	Reading	Writing
Exam	GCSE	GCSE	GCSE	GCSE
Weighting	25%	25%	25%	25%



Is this the right course for me?

In KS4, pupils’ learning priority is to work on the GCSE level. The objective of the course is to enable pupils of all abilities to develop their Chinese (Mandarin) language skills to stretch their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

In Y10, Pupils are expected to work from the foundation level toward the GCSE higher level, whilst developing pupils’ language skills, as well as expanding their cultural knowledge.

In Y11, pupils will work with experienced teachers, and provided with a range of resources that help them confidently plan and prepare for GCSE exam. At the end of Y11, pupils will have a GCSE Chinese examination

an advantage in their careers, with 28 per cent saying this would be significant .

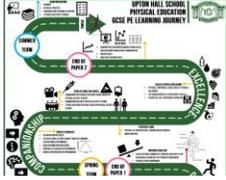
For pupils who passed the GCSE level in Chinese, they can communicate in Chinese at a basic level in their daily, academic and professional lives. They can manage communication in Chinese when travelling in China. The GCSE Chinese qualification is valid permanently and can be used for:

- A reference for higher educational institutions to recruit students
- A reference for employers to employ, train and promote employees.

**Y10 – Y11 Curriculum Map
Mandarin Chinese**

	Autumn		Spring		Summer	
Y10	<p>10.1 Media</p> <p>Revision: about times & basic information about media</p> <p>Film & music, Tv programme, surfing the internet & blogs, role models</p> <p>Express opinions and preferences on media and TV programme</p> <p>Assessment preparation and feedback</p>	<p>10.2 Where I live</p> <p>Revision: about home & where things are</p> <p>My town, local area, asking for directions, shopping (buy & return goods), wider world issues & environment issue</p> <p>Assessment preparation and feedback</p>	<p>10.3 Holidays</p> <p>Revision: weather & transport</p> <p>The weather, transport, holiday plan, holiday experience, booking hotel, making travel arrangements</p> <p>Assessment preparation and feedback</p>	<p>10.4 Food & drink</p> <p>Revision: opinions on food</p> <p>School lunch, eating out, eating habits, food & festivals</p> <p>Assessment preparation and feedback</p>	<p>10.5 The world of work</p> <p>Revision: jobs</p> <p>Work experience, future plans, ideal jobs, volunteer & charity work</p> <p>Assessment preparation and feedback</p>	<p>10.6 Assessment preparation</p> <p>Learn GCSE specification</p> <p>GCSE vocabulary booklet</p> <p>Assessment and feedback</p> <p>Set up summer holiday homework</p>
Y11	<p>11.1 GCSE revision task setting</p> <p>Theme1: Identity & culture</p> <p>Topic 1: Me, my family and friends</p> <p>Topic 2: Technology in everyday life</p> <p>Topic 3: Free-time activities</p> <p>Topic 4: Customs and festivals</p>	<p>11.2 Theme 2: Local, national, international and global areas of interest</p> <p>Topic 1: Home, town, neighborhood and region</p> <p>Topic 2: Social issues</p> <p>Topic 3: Global issues</p> <p>Topic 4: Travel and tourism.</p>	<p>11.3 Theme 3: Current and future study and employment</p> <p>Topic 1: My study</p> <p>Topic 2: Life at school/college</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p>	<p>11.4 PPEs- all papers</p>	<p>11.5 GCSE exam preparation</p>	<p>AQA: GCSE Chinese 8673</p> <p>Paper 1 Listening</p> <p>Paper 2 Speaking</p> <p>Paper 3 Reading</p> <p>Paper 4 Writing (25% each)</p>

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and around the world. We aim that by year 10, all of our pupils will be confident in Spanish, having consolidated their knowledge at KS3. It is important to emphasize that personal study and learning vocabulary and grammar are vital elements of pupils' work. Above all, we would like our students to become confident speakers of Spanish



	Paper 1	Paper 2	Paper 3	Paper 4
Exam	Speaking	Listening	Reading	Writing
Weighting	60 marks	45 marks	60 marks	60 marks



Is this course for me? One Modern Foreign Language is compulsory at Upton. Our objective is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. We have chosen a specification that expands your cultural knowledge whilst developing your language skills. What we ask of you is that you are committed to learning vocabulary every week and work independently at home to revise the grammatical structures covered in class.

What can I do after this course?

A Level Spanish is a facilitating subject and is highly regarded by the Russell group universities. There are at least three obvious career choices that spring to mind when talking about languages: translating, interpreting and teaching. Foreign languages are necessary in most sectors due to the proliferation of multinational businesses, internet-based companies, and the onset of globalisation.

Skills you will have The many cognitive benefits of learning languages are undeniable. People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills. Additionally, in most careers nowadays language abilities are highly valued and there is a particular shortage of people with languages in Engineering, Finance and Law.

An ability to speak Spanish and English is an advantage in the international job market. A knowledge of Spanish opens the doors of companies in Spain and other Spanish-speaking parts of the world (Latin-America, Philippines, Canada, EEUU and many other countries in the world where Spanish is now spoken as the second language). As the fifth largest economy in the Eurozone and the second most visited country in Europe, Spain could be a key economic partner in the future. Spanish is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Red Cross and international courts. Spanish is now the second most spoken language in the world with nearly 500 million speakers.

GCSE topics covered in Y10 and Y11

IDENTITY AND CULTURE	LOCAL, NATIONAL AND GLOBAL AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
<p>Youth culture</p> <ul style="list-style-type: none"> • Self and relationships • Technology and social media <p>Lifestyle</p> <ul style="list-style-type: none"> • Health and fitness • Entertainment and leisure <p>Customs and traditions</p> <ul style="list-style-type: none"> • Food and drink • Festivals and celebrations 	<p>Home and locality</p> <ul style="list-style-type: none"> • Local areas of interest • Transport <p>Target Language-speaking countries</p> <ul style="list-style-type: none"> • Local and regional features and characteristics • Holidays and tourism <p>Global sustainability</p> <ul style="list-style-type: none"> • Environment • Social issues 	<p>Current study</p> <ul style="list-style-type: none"> • School/college life • School/college studies <p>World of work</p> <ul style="list-style-type: none"> • Work experience and part-time jobs • Skills and personal qualities <p>Jobs and Future Plans</p> <ul style="list-style-type: none"> • Applying for work/study • Career plans



This is an exciting course, which is relevant to the modern world. We learn how to interpret the past and use enquiries and sources to find out about how America became the country it is today; how Hitler and the Nazis rose to power; why crime soared and punishments were harsh in certain time periods; and how Elizabeth I broke stereotypes to be a successful Tudor queen.

How the course is assessed			
	Paper 1	Paper 2	Paper 3
Content	Crime & Punishment	American West and Elizabeth I	Germany 1918 - 1939
Exam	1 hour 15 mins	1 hour 45 mins	1 hour 20 mins
Weighting	30%	40%	30%



This is the right course for you if you want to understand the world we live in better and you enjoy learning about some of the most interesting people who have lived, in some of the most interesting times. You will learn how to spot ‘fake news’ in a world that is full of information, by testing historical sources to find out if they are safe to use for historical enquiries. You will discover what life was like in Nazi Germany and Elizabethan England, as well as journeying through time on the Crime & Punishment course. You will enjoy this course more if you enjoy reading and extended writing, although you will receive lots of support from the History department to help you develop your ability to do these things.

Studying History at GCSE will equip you with very important skills, even if you are planning to study something very different – like Science or Law – later. History students:

- understand narratives;
- create powerful arguments;
- collect and interpret evidence;
- understand international relations and the politics of the past and the present;
- spot patterns, themes and trends;
- are decision-makers;
- understand religion and society;
- are observers of human behaviour and relationships;
- draw meaningful conclusions from data and statistics; and
- deploy evidence to prove their ideas

Consequently, they make excellent lawyers, writers, politicians, marketing managers, entrepreneurs, businesswomen, diplomats, counsellors, accountants, analysts, scientists, journalists, HR managers, philosophers, headteachers, doctors, civil servants, police, geographers, linguists, management consultants, social workers, anthropologists, psychologists,

We have chosen courses which link with the history you have already studied in Years 7 – 9, whilst also telling fascinating new stories. As well as being very interesting in themselves, the courses will help you to understand the world we live in better.

Paper 1: Crime & Punishment, with a depth study on Whitechapel gives you insight into a thousand years of criminal justice, looking at the legal system, policing and punishments. We conduct an investigation into Whitechapel, in the East End of London, at the time of the 'Jack the Ripper' murders, trying to understand how the mystery murderer got away with his (or her?) crimes.

Paper 2: This paper covers two topics. One is the American West, which is about the Native Americans and how white settlers in America destroyed their way of life. It gives us very interesting insights into how America became the way it is today. The other part of the paper is devoted to a study of the first 30 years of Elizabeth I's reign. We look at Elizabeth's personality and strengths, as well as considering what it was like to live in Tudor England. This paper also provides us with some background for the American West, since it was during Elizabeth's reign that the first explorers set out for America and tried to build colonies there.

Paper 3: Weimar and Nazi Germany builds on the work you have done in Year 8 to help you to understand what it was like in Germany after World War I and how the circumstances were created in which Hitler and the Nazis were able to gain, and hold onto, power. This course is a warning from history and we in the History department believe it is vital for all students to know about this in depth.

Geography

Exam board: EDUQAS (Spec A)

Geography provides young people with opportunities to develop a wide range of skills that will contribute to their employability, whatever their chosen career. The wide variety of transferable skills, abilities and attitudes to independent learning developed through geographical study make geographers attractive to employers.

How the course is assessed			
	Paper 1	Paper 2	Paper 3
Content	Changing Physical and Human Landscapes	Environmental and Development Issues	Applied Fieldwork Enquiry
Exam	1 hour 30 mins	1 hour 30 mins	1 hour 30 mins
Weighting	35%	35%	30%



We follow the Eduqas GCSE Geography A specification which develops an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Content is organised around key questions and learners should develop an ability to pose geographical questions of their own.

<http://www.eduqas.co.uk/qualifications/geography/gcse-a/>

The multidisciplinary nature of geography allows students to pursue a variety of options. Geographers are seen as versatile and dynamic. They are able to collect, assess and validate information from a variety of sources. Decision making skills are developed throughout their academic studies, enabling geographers to provide balanced opinions. Geographers often go on to positions in management, in either private business or the public sector.

Term	Topic
(Paper 1)	Core Theme 1: Landscapes and Physical Process: <ul style="list-style-type: none"> • The UK and its landscapes - Coastlines Core theme 2: Urban issues in contrasting global cities <p>Mumbai – a global city in a NIC.</p>
	Core theme 2: Urban issues in contrasting global cities <ul style="list-style-type: none"> • Liverpool - a global city in a NIC. Core theme 2: The urban-rural continuum in the UK <ul style="list-style-type: none"> • How is the population of the UK changing?
	Fieldwork experience (Paper 3 preparation)
	Core theme 2: The urban-rural continuum in the UK <ul style="list-style-type: none"> • Egan’s wheel – sustainable communities in the UK Core theme 1: Drainage basins of the UK <ul style="list-style-type: none"> • Flooding – why study rivers? Section B – Theme 3: Tectonic landscapes and hazards
(Paper 2)	Core Theme: 6 Measuring Global Inequalities <ul style="list-style-type: none"> • NICs and LICs etc, an overview of how development is measured. Role of trade and tariffs
	<ul style="list-style-type: none"> • Patterns of regional social/economic inequality in India • Patterns of regional social/economic inequality in the UK. Reducing the inequality – should HS2 be built? Fieldwork Paper 3
(Paper 2)	Core theme 5 : Weather patterns and processes <ul style="list-style-type: none"> • Extreme weather – global patterns and global circulation Core theme 6: Water resources and their management <p>Core theme 5 : Weather patterns and processes</p> <ul style="list-style-type: none"> • UK weather and climate – lows and highs. Core theme 5: Weather, climate and ecosystems <ul style="list-style-type: none"> • What is climate change? Core theme 5 : Processes and interactions within ecosystems <ul style="list-style-type: none"> • An overview of the global distribution of biomes (relate to global climate circulation) • Case study 1: Tropical Rainforest. Case study 2 : savannah
	Option 8 : Environmental Challenges

GROUP C: Option Subjects



The KS4 Art and Design course has been designed to deliver a broad and in depth understanding of skills, techniques and concepts enabling and empowering our pupils to progress confidently from KS3 on to KS4

AQA	Personal portfolio	Externally set assignment
Length	Portfolio of personal work	10 hours of sustained focus under examination conditions
Weighting	60%	40%



Is this the right course for me?

This course will be right for you if you have a passion for all things creative with an enthusiastic and hardworking approach towards all aspect of Art and Design.

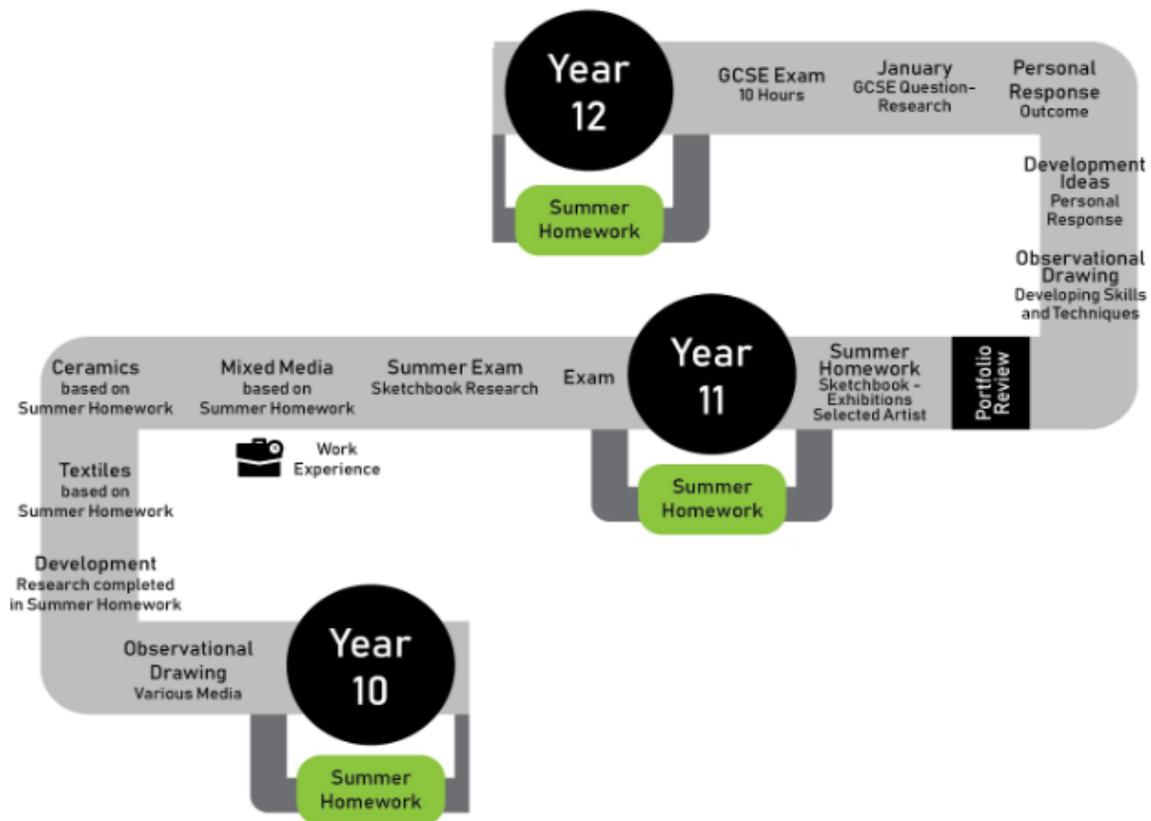
The KS4 curriculum is designed to ensure it meets the required assessment objectives set out by the Exam board. Pupils at KS4 continue to build on the skills they have learnt and developed during KS3. Pupils begin the course with an in depth drawing unit strengthening their fundamental observational drawing skills and techniques. KS4 also sees the introduction of more specialised materials and techniques. For example; painting techniques are studied in more depth using more advanced materials such as acrylic and oil paints. Textile techniques become more advanced as pupils’ progress on to using the sewing machines as well as continuing to improve their hand stitching and embroidery skills. Ceramics is a medium that will also continue to be explored. Throughout the course you will be encouraged to visit Galleries and exhibitions independently with in the local area increasing your understanding and appreciation of all aspects of Art and Design.

What career opportunities can I expect?

Art & Design subjects are valuable for careers in such fields as advertising, marketing, curating, fashion design, graphic design, architecture, illustration, publishing, art therapist, education and media design careers. The creative industries are one of the biggest employers in the UK and employers in other industries often look to employ people with creative skills because they are independent and confident problem solvers.

During your GCSE course of study, you will have the opportunity to...

- Display your work in public exhibitions.
- Work with visiting Artists and Designers.



GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

GCSE Design and Technology allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

How the course is assessed		
	NEA	Written Exam (2hr)
Content	A substantial design and make project for a specific context set by AQA.	Core Technical Principles Specialist Technical Principles Designing and Making Principles
Weighting	50%	50%



Is this the right course for me?

This course is suited to pupils who will enjoy learning more about the designed world around them as well as designing and making products by building on their knowledge gained at Key Stage 3.

As a broad subject, Design and Technology has very clear links to Science, Geography and Art. The aim of the course is to develop a better understanding of a wide range of topics, giving you an in depth knowledge of design and manufacturing industries.

50% of this course is made up a non-exam assessment (NEA), which is a substantial design and make task completed in school in Year 11.

What can I do after this course?

Some desirable skills developed during this course are design communication, organization, planning, technical and practical and team and independent working.

There are a vast number of careers that this course lends itself well to. The main careers are within the design and manufacturing industries as well as in engineering.

Some examples of careers may include: Architecture, Ergonomics, Product Design, Building Technology, Fabrication and Welding, Set Design, Construction Crafts, Furniture Design, Production Management, Computer Aided Design (CAD), Industrial Design, Engineering, Model making, CNC Machining, Toolmaking, Interior Design, Fashion Design, Sign making, Metalworking, Plumbing, Computer Aided Manufacture (CAM), Shipbuilding, Drilling, Wood Machining, Technical Illustration, Cabinet Making, Digital Design, Exhibition Design, Automotive Design, Manufacturing Technology and Maintenance Fitting, Materials Science, Naval Architecture, Control Systems, Railway Maintenance, Engineering Technology, Civil Engineering, Energy Engineering, Gas Service Mechanics, Surveying, Landscape Architecture, Manufacturing Systems, Electrical Engineering, Aeronautical Engineering, Prosthetics and Orthotics, Auto-Electrical Repair, Marine Engineering, Computing Science, Telecommunications, Industrial Design, Building Technology, Offshore Engineering, Mechanical Engineering, Building Management, Design Engineering, Chemical Engineering, Environmental Engineering, Electronic Engineering, Aircraft Engineering and Aeronautical Engineering.



Design and Technology Curriculum Map

Leave Upton



Responsible Design

Evaluation

Evaluation

Research

Design Brief and Specification

Design Ideas

Critical Analysis and Quality

Manufacture

Efficient Use of Materials | Digital Design and Systems | Health and Safety | Protecting Designs | Manufacture, Repair, Maintenance and Disposal | Enterprise

Year 13

Design Methods | Design Theory | Technology and Cultural Change



Manufacture

Scales of Production



Designing for the less able

Non-Exam Assessment (NEA)



Vauxhall Trip | Design Development and Experimentation

Design Development and Experimentation

Joining and Finishing

Evaluation

Design Ideas

Performance Characteristics

Material Testing

Year 12

Surface Treatments and Finishes | Tools and Equipment

Material Management

Tolerances and Allowances

Design Communication

Manufacture

Design Brief and Specification

Research

Non-Exam Assessment (NEA)



JLR Trip | The Work of Others

Design Development and Experimentation

Research

Design Brief and Specification

Design Ideas

Design Development and Experimentation

Manufacture

Evaluation

Year 11



Jigs and Patterns

Design Ideas

Mock NEA: Precious Storage

Electrical and Mechanical Systems

Core Knowledge: Materials | Forces and Stresses

Environment

Specialist Knowledge: Timbers

Research

Design Brief and Specification

Mackintosh 3D Printed Furniture

Electricity Generation and Storage

New and Emerging Technologies

Year 10

Design Brief and Specification

Design Brief and Specification



Aluminium Animal Lamp

Research Design Ideas Development

Design Ventura

Evaluation

Development

Research

Practical Skills

Jigs

Bio-mechanics

Manufacture

Design Brief and Specification

Evaluation

Metals

Inclusive Design

Children's Toy

Architecture

Design Communication

Practical Skills

Practical Skills: Skills Stick

Tools and Equipment

Development

Practical Skills

Evaluation

Year 9

Orthographic Drawing

Practical Skills

Templates

Systems

Evaluation

CAD/CAM

Design



Practical Skills: Car Model

Smart Devices (Programming)

Design Brief and Specification

Knock-Down Fittings

User-Centered Design



Textiles

Smart and Modern

Joints

Deforestation

Polymers

Metals

Timbers

Injection Moulding

Metals and Casting

Evaluation

Practical Skills

User-Centered Design

Research

Systems

Year 7

Vacuum Forming

Design Brief and Specification

Evaluation

Practical Skills

User-Centered Design

Research

Systems

Dark-Activated Night Light

Join Upton

Extra Curricular

- STEAM Club
- DT Club
- Unilever Bright Futures Programme



GCSE Drama

Exam board: Eduqas

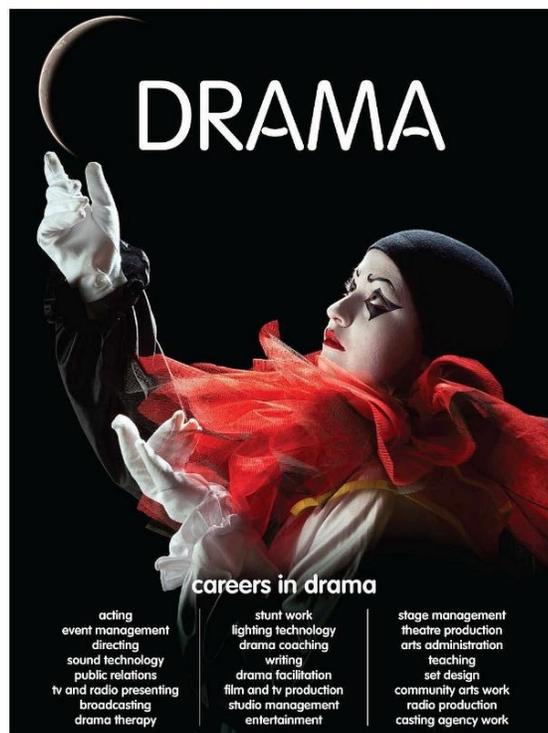
The **GCSE Drama** course is an exciting, fun, inspiring and practical course which promotes involvement in and enjoyment of **Drama**, as performers and/or designers.

All students have opportunities to explore and develop their confidence, group and interpersonal skills whilst expanding their **performance and design techniques** through both **small and large scale performances**.

Students will also develop their knowledge of staging a theatre production through exploring set and costume design, whilst developing their technical abilities through the application of lighting and sound.

Additionally the course provides regular opportunities for all students to attend a wide range of **live theatre performances** in order to develop skills and knowledge of different styles/ genres, whilst becoming informed and thoughtful audience members.

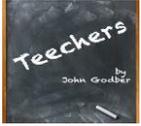
How the course is assessed			
	Component 1	Component 2	Component 3
Content	Devising Theatre	Performing from a text	Interpreting Theatre
Exam	Internally Assessed: Devised Performance (assessed as a performer or designer) Supported by written Portfolio & Evaluation	Externally Assessed: Scripted Performance (assessed as a performer or designer)	Externally Assessed Examination: Written Paper Practical analysis of a set text, and a comprehensive evaluation of a Live Theatre Performance.
Weighting	40%	20%	40%



Is this the right course for me?

If you enjoy working with others, reading, watching, exploring and creating Drama and Theatre then this course is for you! The course explores a range of stimuli including text, themes, imagery and music for creating drama of varying styles (e.g. realism, non-naturalism and musical theatre) from the perspective of an Actor, Director and Designer. Students have the opportunity to work as part of team to share and explore fun and creative ideas for developing and interpreting characters, plots and scenarios for a variety of Drama and theatre performances. Students deepen their knowledge of historical drama, and a range of theatrical forms, style and genres. Whilst building a repertoire of skills in both in performance, technical theatre and design.

Year 10	Term 1	Term 2	Term 3
<p>Component 1 (40%)</p>	<p>Devising Approaches Exploration of Style and Genre in preparation for Devising. Exploration of skills and techniques associated with influential Theatre practitioners/ Companies</p> <ul style="list-style-type: none"> • Realism (Stanislavski/ Mitchell) • Non-naturalism (Brecht/ Splendid) • Musical Theatre (Willy Russell) • Physical Theatre (Berkoff/ Frantic Assembly) • Verbatim Theatre (Paper Birds) • TIE/ Forum Theatre (Boal) • Surrealism (Artaud) • Community Theatre (Rice/ Knee-high) • Development of both verbal and written responses and evaluation skills (with increased use of drama specific vocabulary) 	<p>Component 1: Exploring Stimuli / Initial ideas Practical exploration of the component 1 devising stimuli (supplied by Eduqas) <i>E.g. A picture, a song, a quote.</i></p> <ul style="list-style-type: none"> • Design/ Technical Theatre approaches • Group work (initial ideas) • Creative responses • Applying style/ genre/ Practitioners • Devising/ Scriptwriting. • Rehearsal, design and character development • Completion of Rehearsal diary and log book (30 Marks) • Mock performances. 	<p>Component 1: Devised performance Examination and Evaluation.</p> <ul style="list-style-type: none"> • Refinement of scenes • Enhanced characterisation • Applying production elements E.g. Costume, Props, Music, SFX/ LX. • Final Devised performance (15 Marks) to a target audience. • Written Evaluation of Final Performance in controlled conditions (15 Marks) with advanced use of Drama vocabulary. • Submission of rehearsal log (portfolio). 

<p>Component 3 Written paper: (40%)</p>	<p>Introduction to <u>one</u> of the Component 3 (Section A) set texts: <i>Hard to Swallow (Mark Wheeler)</i></p> <ul style="list-style-type: none"> • <i>DNA (Dennis Kelly)</i> <p>Acting techniques and approaches:</p> <ul style="list-style-type: none"> ✓ Character Development ✓ Staging ✓ Text and Subtext ✓ Language (themes and issues) ✓ Voice and movement communication ✓ Preparing response to 'Acting' questions. ✓ Developing use of Acting Vocabulary. 	<p>Practical exploration of Design</p> <p>Approaches:</p> <ul style="list-style-type: none"> ✓ Stage and set design ✓ Props ✓ Costume ✓ Lights and special effects ✓ Sound and music ✓ IT and multi-media ✓ Preparing responses to 'design' examination questions. ✓ Improved use of technical vocabulary. 	<p>Practical exploration of Directing the text:</p> <ul style="list-style-type: none"> ✓ Applying directorial techniques ✓ Blocking and Staging ✓ Rehearsal techniques • Preparing responses to 'Directorial' questions • Mock Examination • Introduction to Section B: Live theatre review. Observation of professional live theatre performances. • Developing Evaluation skills.
<p>Year 11</p>			
<p>Component 2 (20%)</p>	<p>Exploring texts for Component 2: Scripted Performance: Exploration of suitable plays</p> <ul style="list-style-type: none"> ✓ Exploring Style ✓ Character Development ✓ Choosing extracts for performance <div style="display: flex; justify-content: space-around;">   </div>  <ul style="list-style-type: none"> Ⓢ Performing ✓ Monologues ✓ Duologues ✓ Group pieces Ⓢ Design approaches. ✓ Staging, Set and Props ✓ Costume, Hair and Make-up ✓ Lighting ✓ Sound 	<p>Component 2 Performance Examination (Usually takes places between February-April - Visiting examiner from Eduqas)</p> <ul style="list-style-type: none"> ✓ Rehearsal (Performers) ✓ Design (Production roles) ✓ Realising designs in performance ✓ Performance and presentation to an invited audience ✓ Portfolio work (Designers) ✓ Justifying approaches ✓ Final Performance  <p>Final submission of Component 1 portfolios to exam board (in March).</p>	

		Final submission of Component 1 portfolios to exam board (in March).	
Component 3 (40%)	<p>Section A: Examination Preparation (Mock)</p> <p>Section B: Live Theatre Evaluation</p> <ul style="list-style-type: none"> ✓ Theatre visit ✓ Analysis of Live Theatre ✓ Approaches to questions ✓ Preparing responses <p>© Mock examination (November)</p>	<p>Section A and B: Exam Technique</p> <ul style="list-style-type: none"> ✓ Practice Papers (retrieval methods) ✓ Revision ✓ Approaches and Responses ✓ Improving examination technique 	<p>GCSE Drama Component 3 Written Examination</p> <ul style="list-style-type: none"> ✓ Master-classes ✓ Revision ✓ Written Exam 



Computer Science is a relatively new GCSE and is unique in that it combines logic and creativity. You will learn how computer systems work, from hardware to the programs that users interact with. It gets under the skin and behind the scenes of computing. It does not teach you how to *use* applications, but *how* those programs and applications are made; students are taught to be creators of technology and not just consumers of it. A key skill that is developed during the course is ‘computational thinking’, but students will also advance other skills including critical thinking, lateral thinking and analytical thinking skills. Programming develops logic, rigour and problem solving skills.

HOW THE COURSE IS ASSESSED:

	Paper 1	Paper 2
<i>Content</i>	<u>Computer Systems (90 min)</u> <ul style="list-style-type: none"> • Systems architecture • Memory and storage • Computer network • Network security • Systems software • Ethical, legal, cultural and environmental impacts of digital technology 	<u>Computational Thinking, Algorithms & Programming (90mins)</u> <ul style="list-style-type: none"> • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages
Part of the course is a practical programming project which allows pupils 20 hours of practice programming tasks that enable candidates to design, develop and test a solution to a problem. The exam board sets the tasks. This NEA helps to prepare students for the programming elements of the unit 2 exam.		
<i>Weighting</i>	50%	50%



Is this the right course for me?

This course would be suitable for pupils who have a keen interest in how computers and the internet work, as well as those with a good aptitude for computer programming. It suits enthusiastic mathematicians.

What can I do after this course?

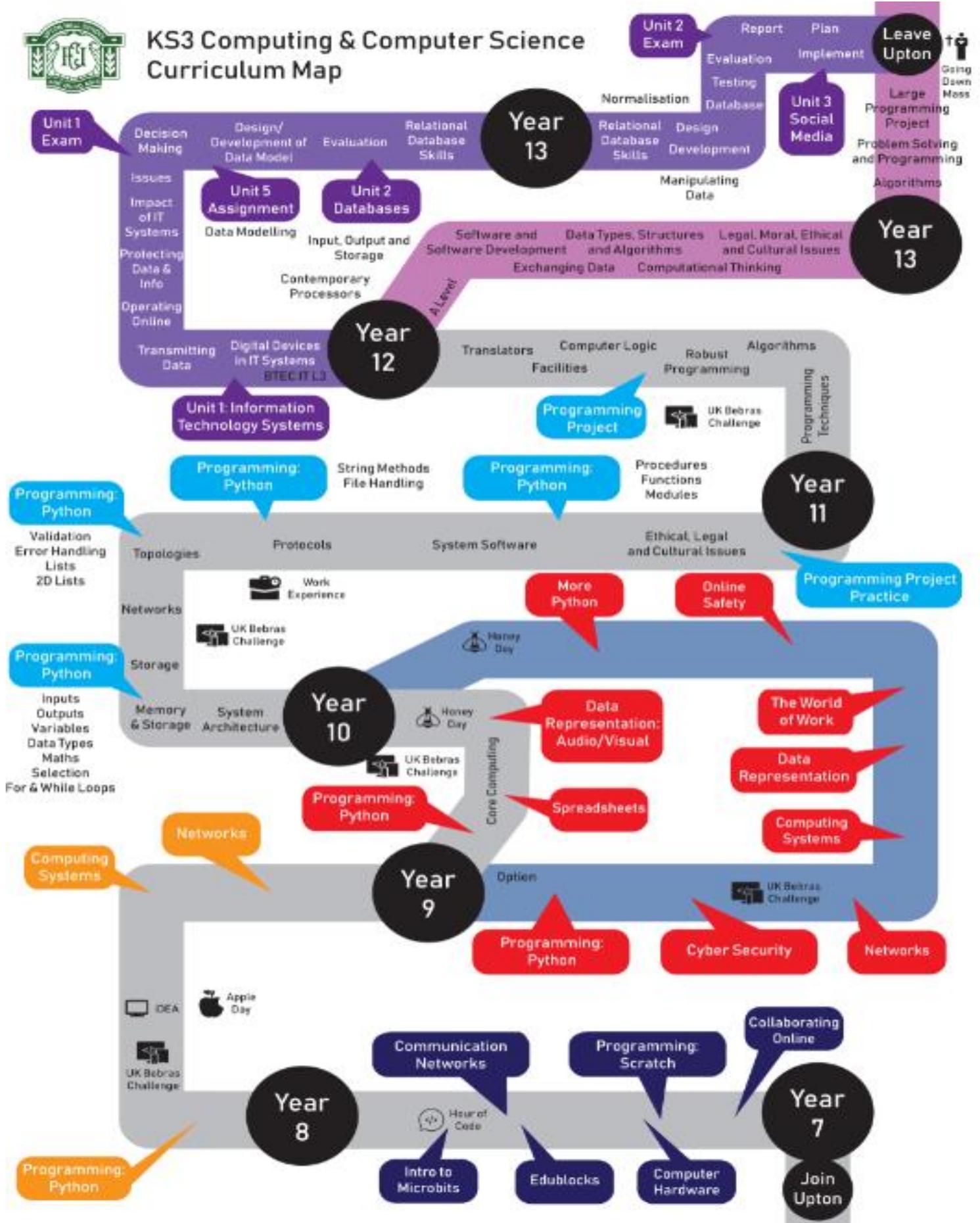
Studying GCSE Computer Science, and subsequently A-level Computer Science or BTEC Level 3 IT, can lead to a variety of pathways.

The digital age needs Computer Scientists and there are many opportunities available. A degree in Computer Science or IT can lead to careers such as: computer games tester, e-learning developer, forensic computer analyst, information systems manager, IT project manager, IT service engineer, network manager, software developer, systems analyst, web designer, web developer.

If you want to combine work and study while earning a salary, you could consider a higher apprenticeship. These are available in areas such as cyber security technologist, data analyst, digital manager, business analyst, network engineer, software developer, etc.



KS3 Computing & Computer Science Curriculum Map



The WJEC Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

How the course is assessed			
	Component 1	Component 2	Component 3
Content	Performing	Composing	Appraising
Exam	Non-exam assessment: internally assessed, externally moderated	Non-exam assessment: internally assessed, externally moderated	Written examination: 1 hour 15 minutes (approx.)
Weighting	30%	30%	40%



Is this the right course for me?

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music, this course will give you that chance. If you love listening to music, and can spot all of the details, you have already developed some of the abilities you need.

How will GCSE Music help me in the future?

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

What could I do next?

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life. In a recent survey of further destinations of Music GCSE students, many had continued to study Music at Music Colleges, or Universities including Cambridge, Derby, Durham, Huddersfield, Leeds, Liverpool, Newcastle, Oxford, Sheffield, Surrey and York. Others had gone on to various universities (including Russell Group) to read Acting, Art, Arts Journalism, Biology, Business, Chemistry, Classics, Computer Science, English and Drama, English Literature, French, Geography, Japanese, Liberal Arts, Marine Biology, Maths, Medicine, Midwifery, Modern Languages, Journalism, Occupational Therapy, Physics, Politics, Primary Education, Psychology, Sports Science, and Veterinary Medicine. Others had started Apprenticeships in Accountancy, joined the Royal Marines or other Armed Forces. At least one is starring in the West End, and others have started (or continued) careers in performance and tuition.

The WJEC Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study:

Area of study 1: Musical Forms and Devices (including a set work)

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music (including a set work)

The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority through the study of Jazz, Chamber Music and Musical Theatre. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

For Component 1 (Performing), you must perform a minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment. One piece must be an ensemble (group piece) lasting at least one minute, and one piece must be linked to an Area of Study (see above). Grade 3 music is the standard level and can score full marks if played perfectly. You can use any instrument or voice, or choose a technology option. For Component 2 (Composing), you must compose two pieces. One is in response to a brief set by WJEC – there are 4 to choose from each year – and one free composition, i.e. ANY style you want to write in. The Component 3 (Appraising) Listening examination is made up of 8 questions, 2 on each area of study (see above).

What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem-solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

Course Overview: **Inspire a generation**—We want all students to enjoy, succeed and develop essential life skills within our Physical Education curriculum. We will provide a broad range of opportunities to improve students’ health and well being and promote lifelong participation in physical activity

The GCSE course is made up of three components: 1) **Performance in Physical Education**. This is the practical part of the course during which students will be assessed in three different practical activities and a piece of written coursework. 2) **Physical Factors Affecting Performance**. This is the first theory part of the course and includes applied anatomy and physiology as well as physical training. 3) **Socio-Cultural Issues & Sports Psychology**. This is the second theory part of the course and includes socio-cultural influences, sports psychology and health, fitness and wellbeing.

How the course is assessed			
	Paper 1- The human body and movement in physical activity and sport	Paper 2- Socio-cultural influences and well-being in physical activity and sport	Practical Practical performance in physical activity and sport
Content	<ul style="list-style-type: none"> Applied anatomy and physiology Movement analysis Physical training Use of data 	<ul style="list-style-type: none"> Sports psychology Socio-cultural influences Health, fitness and well-being Use of data 	<ul style="list-style-type: none"> Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.
Exam	Written exam: 1 hour 15 minutes • 78 marks	Written exam: 1 hour 15 minutes • 78 marks	<ul style="list-style-type: none"> Assessed by teachers 100 marks Moderated by AQA
Weighting	• 30% of GCSE	30 % of GCSE	40% of GCSE

You must choose 3 sports- 1 team, 1 individual sport and any other from the following list.

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

Is this the right course for me.

Do you....

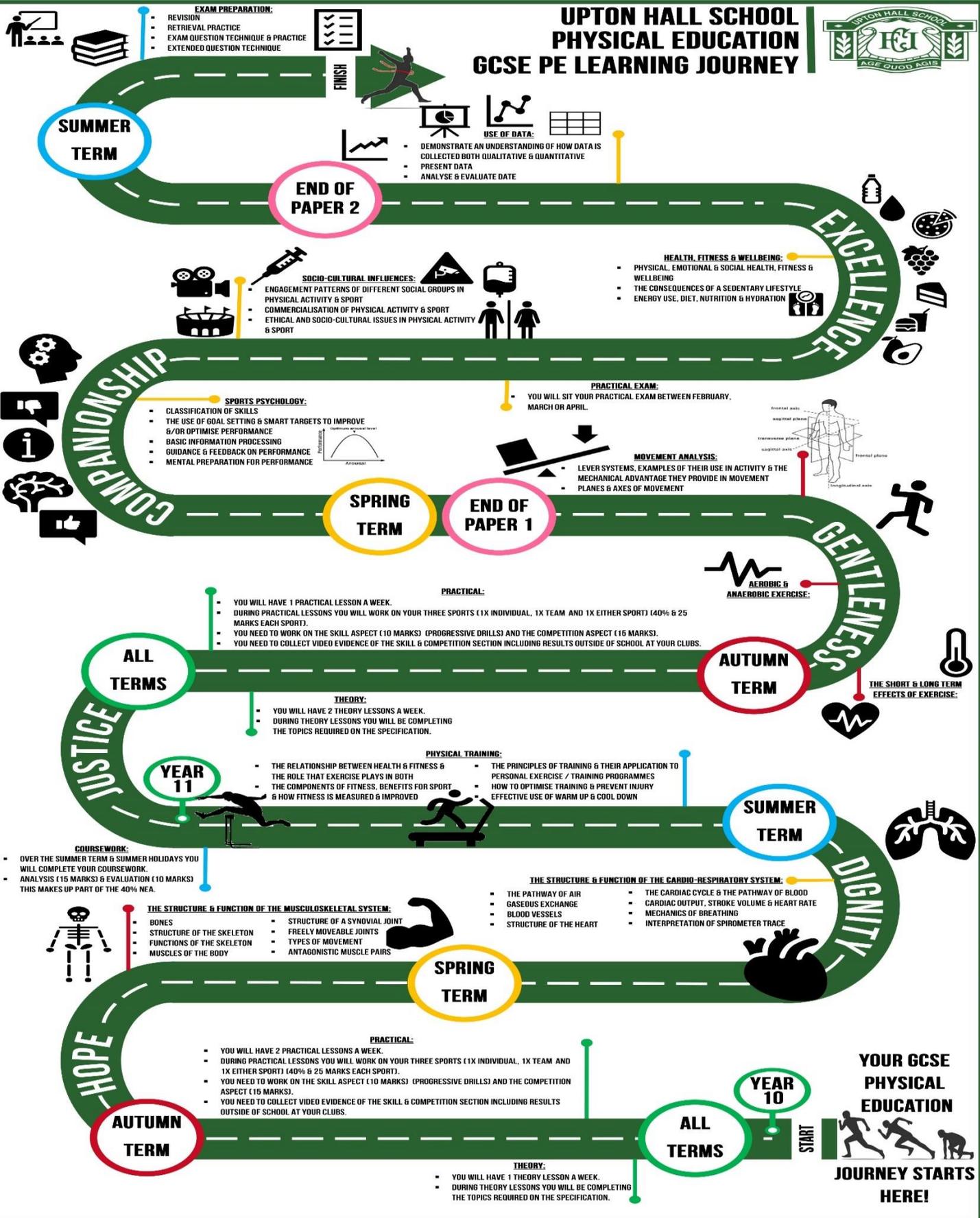
- have a passion for sport and enjoy taking part?
 - Enjoy Pe lessons?
 - Find the human body fascinating?
 - Want to become a Personal Trainer or Sports Coach?
 - Think that physiotherapy or PE teaching might be a career choice for you?
 - Want the knowledge to keep yourself fit, healthy and active for life?
 - Want to know why some people use aggression in sport?
 - Want to learn how different personalities suit different sports?
 - Want to know why some athletes take drugs?
-
- PE will enable you to further develop your practical passion. This will help you to develop a wide range of skills, including team work, independence, performance, observation and coaching.
 - PE is an interesting and challenging learning experience. The development of transferable skills including decision making, independent thinking, problem solving, psychological understanding of people and analytical skills as well as thinking, acting and performing under pressure.

What can I do after this course?

- GCSE (9–1) Physical Education is not just an excellent base for the A Level in Physical Education, it can take you much further. For those of you fascinated by the human mind, why not carry on to Psychology? For people into the why of the human race this carries you through to Sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.
- Beyond A Level, the study of Physical Education can lead on to university degrees in sports and exercise science, sports management, healthcare, teaching, nutrition or exercise and health. Physical Education can also complement further study in biology, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.
- Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE? Some careers that you could consider doing with PE include:
 - Sports science
 - PE teacher
 - [Physiotherapist](#)
 - Professional sportsperson
 - Sports coach/consultant
 - Paramedic
 - Personal trainer



UPTON HALL SCHOOL PHYSICAL EDUCATION GCSE PE LEARNING JOURNEY



Non Examination Core Subjects



Non Examination Core Subjects

Physical Education (Core)

The PE Department is committed to providing an effective, enjoyable and forward looking Key Stage 4 programme for the pupils at Upton Hall School. These pages provide a description of the general PE course undertaken by all pupils. PE is a compulsory subject at KS4 and it is recommended that all pupils take part in a minimum of 2 hours per week.

The three main areas of study at KS4 are:

- Outwitting opponents, as in games activities
- Identifying and solving problems (outdoor education)
- Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

During KS4, pupils tackle more complex and demanding activities. They decide whether to get involved in physical activity that is mainly focused on competing or performing, on promoting health and wellbeing, or on developing personal fitness. They can adopt different roles that suit them best including performer, coach, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life.

Personal achievement in accepting a challenge coupled with team building skills of decision making, problem solving, leadership, confidence building, negotiation, self-discipline and personal motivation are all specifically related to our areas of study in:

- Games
- Outdoor Activities
- Initiative Challenges
- Orienteering
- Health Promoting Activities

Physical Education helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that Physical Education offers, they learn how to be effective in competitive, creative and challenging situations.

The key concepts in Physical Education are:

Learning and undertaking activities in Physical Education contribute to the achievement of the curriculum aims.

All young people become:

Successful learners who enjoy learning, make progress and achieve

Confident individuals who are able to live safe, healthy and fulfilling lives

Responsible citizens who make a positive contribution to society.

The importance of Physical Education

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

Our high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. Pupils develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. An additional Leadership opportunity, which includes Citizenship and Key Skills, is the Level 1 Sports Leaders Award (The British Sports Trust).

Level 1 Sports Leaders Award

The award is a nationally recognised award that helps young people over the age of 14 develop their leadership skills. It is a fun course and offers an insight into the enjoyment one can gain through sports leadership. During Year 11 your daughter will complete this qualification.

The syllabus fosters generic skills, which can be applied to a variety of different sporting activities as well as contributing to the participants' personal and social education.

It is a practical qualification where candidates learn through written work. A candidate's ability as a competent leader is assessed by observation rather than written tests.

All elements of the KS4 Physical Education Curriculum are designed to help pupils develop the knowledge, skills and understanding necessary to live healthy, independent and confident lives.

SCIENCE →

- RESPIRATORY PHYSIOLOGIST.
- SPORT & EXERCISE PSYCHOLOGIST.
- PHYSIOTHERAPIST.
- BIO MECHANIST.
- RESEARCHER.
- SPORTS PERFORMANCE ANALYST.
- CLINICAL EXERCISE PHYSIOLOGIST.
- SPORTS THERAPIST / EXERCISE REHABILITATION.
- DIETICIAN.
- NUTRITIONIST.
- GP REFERRAL EXERCISE CONSULTANT.
- PERFORMANCE SPORT & EXERCISE NUTRITIONIST.
- STRENGTH & CONDITIONING.

SPORTS DEVELOPMENT & MANAGEMENT →

- COMMUNITY DEVELOPMENT WORKER.
- COACH & CLUB DEVELOPMENT.
- SPORTS DEVELOPMENT.
- SPORT & LEISURE FACILITY MANAGER.
- EVENTS MANAGEMENT.
- SPORTS ADMINISTRATOR.
- SPORT FOR DEVELOPMENT PRACTITIONER.
- PHYSICAL ACTIVITY DEVELOPMENT MANAGER.
- OUTDOOR ACTIVITIES EDUCATION MANAGER.

OTHER CAREERS →

- SPORTS LAW
- CHARITIES & VOLUNTARY SECTOR.
- LOCAL AUTHORITY MANAGER.
- CORPORATE GRADUATE SCHEMES.
- FULL TIME ATHLETE.
- POLICE.
- FIRE SERVICE.

UPTON HALL SCHOOL PHYSICAL EDUCATION LEARNING JOURNEY EXPECTATIONS



TEACHING & COACHING →

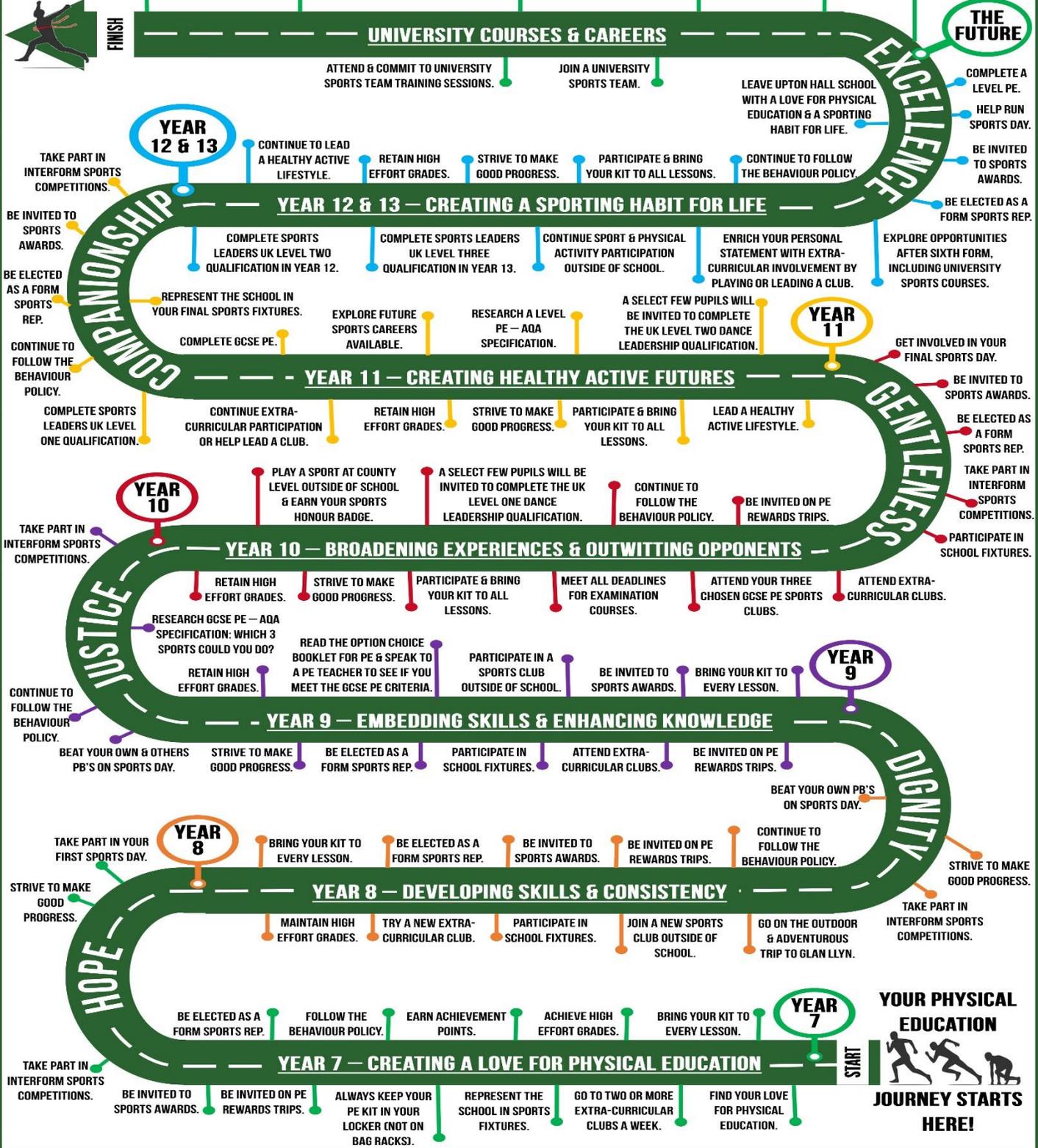
- LECTURER IN HIGHER EDUCATION.
- SCHOOL PRINCIPAL.
- SPORTS COACH.
- PE TEACHER.
- PLAY WORKER.
- PRIMARY SCHOOL TEACHER.
- YOUTH WORKER.

MEDIA & MARKETING →

- SPORTS JOURNALIST.
- SPORTS COMMENTATOR.
- ARENA COMMERCIAL MANAGER.

HEALTH & FITNESS →

- FITNESS INSTRUCTOR / PERSONAL TRAINER.
- STUNT PERFORMER.
- FITNESS EDUCATION MANAGER.
- HEALTH PROMOTION SPECIALIST.



PSHE

At Upton Hall FCJ, all students follow a comprehensive programme of study for Personal, Social, Health and Economic education which has become compulsory in all secondary schools from 2020. The DfE states, “All elements of PSHE are important and the government continues to recommend PSHE is taught in schools”. The intent of our Personal Development curriculum is to support our students to become informed confident, healthy, resilient, and empathetic citizens who are fully prepared for life beyond Upton. Our engaging curriculum offers our students a platform to explore, debate and discuss real life topics and develop relevant life skills. As a Catholic School, our PSHE and RSE curriculum is underpinned by our FCJ values of excellence, companionship, hope, dignity, justice and gentleness.

Our curriculum is implemented by form tutors at least fortnightly and sometimes weekly. Form tutors deliver high quality lessons that cover a wide range of topics. Our implementation goes above and beyond the Government guidance in our planning and delivery of several contemporary themes that are of great importance to society and the modern world we live in. Sometimes our blend of traditional Mass, assemblies and form-time activities are supported (where applicable) by our school Chaplain, our local Parish Priest, guest speakers and specialist external bodies to provide holistic and specialist delivery for our students. Overall, our implementation of PSHE and RSE promotes well-being, spiritual, moral, cultural, mental and physical development as well as preparing our students for the opportunities, responsibilities and experiences of later life.

Across all year groups, Relationships and Sexual Education (RSE) and Health education is covered in age-appropriate topics. We use high-quality materials from which are developed through ‘Life To The Full’ (Ten:Ten) which covers the statutory elements of RSE and Health Education through a Catholic lens. Within these sessions, sex is always discussed in the context of a loving, healthy and safe relationship. Some lessons maybe supported or delivered by specialist professionals.



PSHE and RSE Curriculum Map

- Rights, Responsibilities and British Values
- Celebrating Diversity and Equality
- Relationships and Sex Education
- Staying Safe, Online and Offline
- Health and Wellbeing
- Life Beyond School

