

# Upton Hall School FCJ

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## KS4 Curriculum Booklet 2025-2027





# School Mission Statement FCJ Schools

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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

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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

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***Age quod agis***

*Whatever you do - do well!*

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# INTRODUCTION

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This booklet is designed to provide you and your parents with detailed information regarding the Year 9 choices offered at Upton Hall School. The curriculum is **broad and balanced** to enable you to study a range of subjects at GCSE level and to prepare you well for a range of future career paths.

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.
- ◆ Your parents will be required to complete the GCSE Form online and return it by **Monday 9 February 2026**. This form will be sent to parents by In Touch
- ◆ Year 9 pupils will also be asked to complete a questionnaire to assess that they have thought carefully about their choices. This will be sent to pupils by email

All pupils will begin the Year 10 course in September 2025 by studying ten 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 the best grades possible.

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 begin studying separate sciences. 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. At the end of Year 10 the majority of students will continue with Separate Sciences while other girls will follow the Trilogy course. This decision is made by the Science Faculty. 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. Take advice from your parents and your teachers. Parents' Evening is a good opportunity to speak to teachers but you can also ask them for advice in lessons. Mrs Douglas, our careers advisor, can also offer advice. She can be contacted by email at [kdouglas@uptonhall.org](mailto:kdouglas@uptonhall.org) and your form tutor will also offer the chance to see her for advice in the coming weeks

## 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: 2025 - 2027

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# THE CURRICULUM FOR YEARS 10-11: 2025 - 2027

## GCSE COURSES: 2025-2027

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
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 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

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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

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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 <sup>th</sup> and 21 <sup>st</sup> 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 <sup>th</sup> 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:

- English Intervention
- Theatre Trips (as available)
- University Trips/Taster Days
- Writing Competitions (Poet Laureate Competition)
- School Magazine

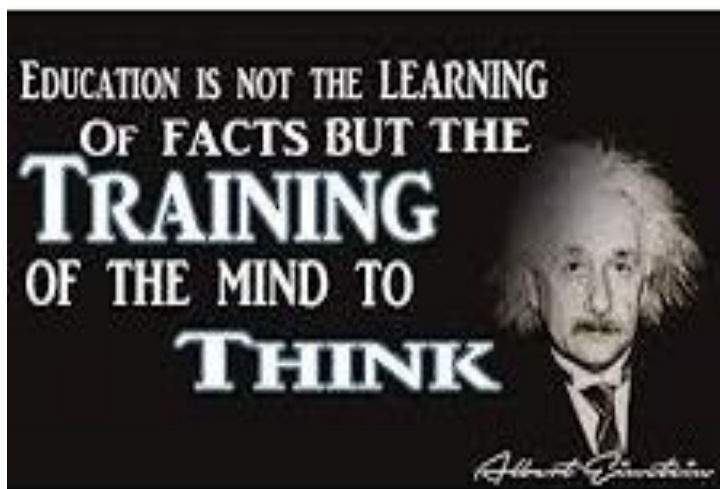
Wider reading is an essential part of students' education and should aim to read some of the books from the Wider Reading lists.

	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>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>
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>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 1	<p>ENGLISH LANGUAGE</p> <p>20<sup>th</sup> 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>Non-fiction Reading</p> <p>Students work through a detailed bank of non-fiction extracts and practice questions to improve examination technique.</p>
Spring 2	<p>ENGLISH LITERATURE</p> <p><i>WJEC Poetry Anthology</i> - Poetry from 1789 to the present day. Student's 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><i>An Inspector Calls</i></p> <p>Students explore Priestley's famous play tackling key themes, key characters and use of 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 by students 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.

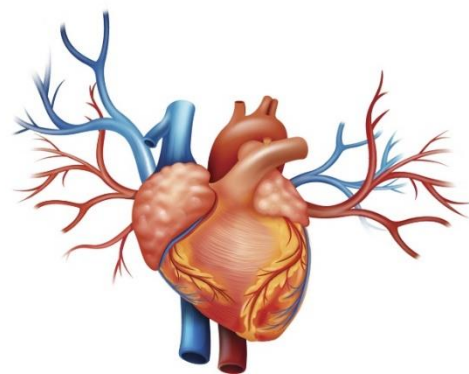
Biology is the science of living organisms and their interactions with each other and the environment. The study of biology involves exploring ideas and concepts that all of us can relate to. By collecting and interpreting information about the natural world around us, we can identify patterns and relate 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 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 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.

The AQA specification is a valuable tool <https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification/specification-at-a-glance> together with past examination papers and accompanying mark schemes to help prepare for assessments and examinations <https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources>

	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%


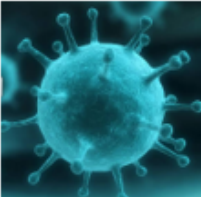

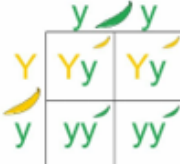

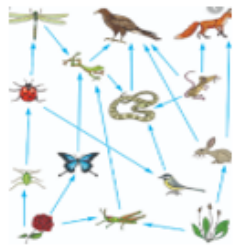





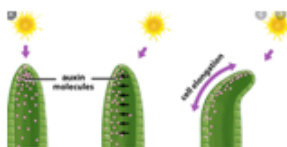

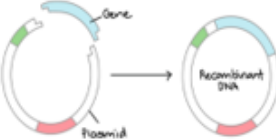


### What can I do after this course?

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?

<p><b>YEAR 10</b></p>						
	<p><b>Plants continued</b></p> <p>RP6 – Rate of photosynthesis</p> <p>Plant diseases Plant defence responses</p> <p><b>Respiration</b></p> <p>Aerobic and anaerobic respiration Metabolism and response to exercise</p> <p><b>Half term project work: Biodiversity and food production project</b> Waste management, land use, deforestation and global warming <i>Impact of environmental change</i> <i>Factors affecting food security</i> <i>Farming techniques</i> <i>Sustainable fisheries</i></p>	<p><b>Communicable diseases</b></p> <p>Viral, bacterial and fungal diseases</p> <p>Human defence systems</p> <p>Vaccination and antibiotics</p> <p>Drug development</p> <p>RP2 – Effect of antimicrobials on bacteria</p> <p><i>Monoclonal antibodies</i></p> <p><i>Production and use of monoclonal antibodies</i></p>	<p><b>Cell division &amp; Reproduction</b></p> <p><i>DNA structure</i></p> <p>DNA and the genome</p> <p>Chromosomes</p> <p>Mitosis, the cell cycle and stem cells</p> <p>Meiosis</p> <p>Sexual and asexual reproduction</p> <p><i>Advantages of sexual and asexual reproduction</i></p>	<p><b>Cell division &amp; Reproduction continued</b></p> <p>Genetic inheritance</p> <p>Inherited disorders and sex determination</p> <p><i>The understanding of genetics</i></p>	<p><b>Adaptations, interdependence and competition</b></p> <p>Communities</p> <p>Abiotic and biotic factors</p> <p>Adaptations</p> <p>How materials are recycled</p> <p><b>End of Year Examination</b></p>	<p><b>Organisation of an ecosystem</b></p> <p>Levels of organisation in an ecosystem</p> <p>RP9 – sampling techniques to estimate population size</p> <p><i>Trophic levels</i></p>

<p><b>YEAR 11</b></p>  <p><b>Trophic Levels in Ecosystems continued</b> <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><b>Human nervous system</b></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><i>Control of body temperature and negative feedback</i></p>	 <p><b>Homeostasis &amp; response</b></p> <p>Human endocrine system</p> <p>Control of blood glucose concentration</p> <p><i>Water and nitrogen balance</i></p> <p>Hormones and human reproduction</p>  <p><b>Plant hormones</b></p> <p><i>Control and coordination</i> <i>RP8 – investigating the effect of light/gravity of germinating seedlings</i> <i>Use of plant hormones</i></p> <p><b>Mock examinations</b></p>	 <p><b>Variation and evolution</b></p> <p>Variation</p> <p>Evolution</p> <p><b>Development and understanding of genetics and evolution</b></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><b>Use of Biotechnology</b></p> <p>Selective breeding</p> <p>Genetic engineering</p> <p><i>Role of biotechnology</i></p> <p><i>Cloning</i></p>	 <p><b>Examination preparation</b></p>	 <p><b>GCSE Examinations</b></p>
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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. Students will build on the knowledge acquired in Years 7 and 8 on elements, mixtures and compounds, chemical reactions and investigative work. 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.

How the course is assessed		
	Paper 1	Paper 2
Content	Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.	Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.  <i>Questions in Paper 2 may draw on fundamental concepts and principles from topics 1 to 3.</i>
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%

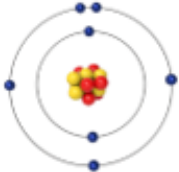
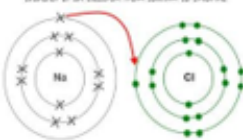
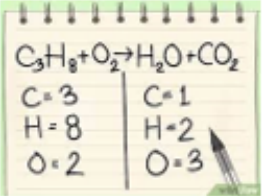




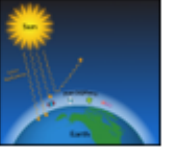



### **What can I do after this course?**

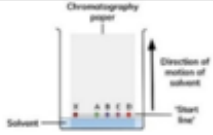
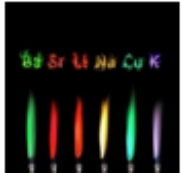
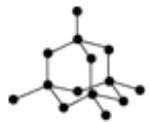
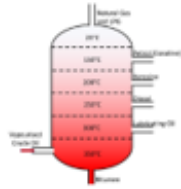

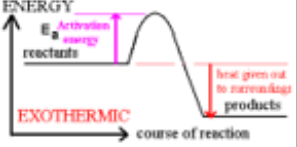
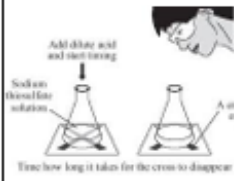
Chemistry enables you to develop research, problem solving and analytical skills. It also helps to you challenge ideas and teaches you how to work things out through logic and step-by-step reasoning. You will also develop essential skills in numeracy, logical thinking and practical experimentation. Chemistry 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!

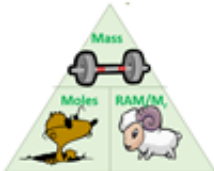
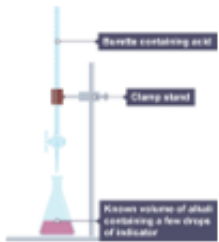
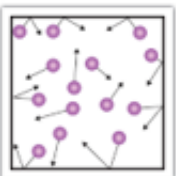
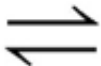

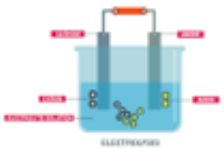


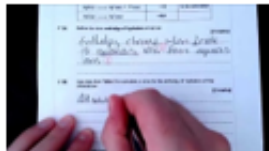
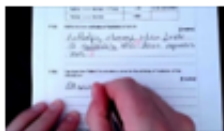
## GCSE Chemistry Curriculum Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 9</b>	<p>Recap atoms, elements, compounds and mixtures from Year 7</p> <p><u>Atomic Structure</u></p> <p>Atomic Structure and size of atoms</p> <p>Electronic structure</p> <p>Isotopes and calculating relative atomic mass</p>  <p>Calculating relative formula mass &amp; percentage composition</p> <p><i>MgCl<sub>2</sub> relative formula mass: 95</i></p> <pre> graph TD     A[MgCl2 relative formula mass: 95] --&gt; B[Mg]     A --&gt; C[Cl2]     B --- D[Magnesium Atomic mass: 24]     C --- E[Chlorine Atomic mass: 35.5]     </pre>	<p>transfer of an electron from sodium to chlorine</p>  <p><u>Bonding</u></p> <p>Chemical bonds including ionic and covalent bonding</p> <p><u>Chemical Equations</u></p> <p>Conservation of mass</p> <p>Balancing equations</p> 	<p><u>The Periodic Table</u></p> <p>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></p> <p>Group 1, group 7 and group 0</p> <p>Properties of transition metals</p>  <p><u>States of Matter</u></p> <p>The three states of matter and state symbols</p>	<p><u>Reactivity series of metals</u></p>  <p><u>Reactivity of metals</u></p> <p>Metal oxides</p> <p>The reactivity series</p> <p>Extraction of metals and reduction</p>  <p><u>Corrosion</u></p> <p>Corrosion and its prevention</p>	<p><u>Using the Earth's resources and sustainable development</u></p> <p>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></p> <p>The proportions of different gases in the atmosphere</p> <p>The Earth's early atmosphere &amp; how oxygen increased and carbon dioxide decreased</p>  <p>Greenhouse gases &amp; human activities which increase them</p> <p>Climate change</p> <p>The carbon footprint and its reduction</p>  <p>Atmospheric pollutants</p>

## GCSE Chemistry Curriculum Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	 <p><u>Chemical Analysis</u></p> <p>Purity &amp; formulations Chromatography</p> <p>Tests for hydrogen, oxygen, carbon dioxide and chlorine</p>  <p>Flame tests</p> <p>Testing metal ions using precipitation</p> <p>Tests for carbonates, halides, <u>sulfates</u></p> <p>Instrumental methods including flame emission spectroscopy</p>	<p><u>Properties of Matter</u></p> <p>Properties of ionic compounds, small molecules &amp; metals</p> <p>Metallic bonding Alloys</p> <p>Giant covalent structures including diamond and graphite</p>  <p>Graphene and fullerenes</p> <p><u>Nanoparticles</u></p> <p>Sizes of particles and their properties</p> <p>Uses of nanoparticles</p>	<p><u>Organic Chemistry</u></p>  <p>Crude oil, hydrocarbons and alkanes</p> <p>Fractional distillation and petrochemicals</p> <p>Properties of hydrocarbons</p> <p>Cracking</p> <p>Structure and formulae of alkenes</p> <p>Reactions of alkenes</p> <p>Addition polymerization</p>	<p><u>Organic Chemistry continued</u></p> <p>Ceramics, polymers and composites</p> <p>Alcohols</p> $\text{R}-\text{O}-\text{H}$ <p>Carboxylic acids and esters</p> <p><u>Reactions of Acids</u></p>  <p>Reactions of acids with metals</p> <p>Neutralisation of acids and salt production</p> <p>Soluble salts</p>	<p><u>Reactions of Acids continued</u></p> <p>The pH scale and neutralisation</p> <p>Strong and weak acids in terms of ionisation and a comparison with dilute and concentrated</p> <p><u>Energy Changes</u></p>  <p>Energy transfer during exothermic and endothermic reactions</p> <p>Reaction Profiles</p> <p>Bond enthalpy calculations</p>	 <p>Time how long it takes for the cross to disappear</p> <p><u>Rates</u></p> <p>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>

## GCSE Chemistry Curriculum Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11</b>  <u>Quantitative Chemistry</u>  Uncertainty  Moles   Reacting masses  Using moles to balance equations  Concentration  Titrations (separates only)  	<u>Quantitative Chemistry Continued</u>  Percentage yield  Atom economy  Volumes of gases ( <u>separates only</u> )    <u>Equilibrium</u>  The energy change of reactions  Reversible reactions  Equilibrium  The effect of changing conditions on equilibrium  	  <u>The Haber process and NPK fertilisers (separates only)</u> The Haber process  Production and uses of NPK fertilisers    <u>Electrolysis</u>  Electrolysis of molten ionic compounds  Using electrolysis to extract metals  Electrolysis of aqueous solutions  Half equations  Oxidation & Reduction	<u>Chemical Cells &amp; Fuel Cells (separates only)</u>  Cells and batteries  Fuel cells    <u>Polymers (separates only)</u>  Condensation polymerisation  Amino acids  Naturally occurring polymers  			

During Year 10, your daughter will continue with the AQA GCSE Physics course. We use a spiral curriculum approach to the course where topics are revisited and the content challenge increased with the addition of more difficult concepts. Students will benefit from the opportunity to recap work and become more familiar with the content. During the second year of this 3-year course we start with atomic structure building upon knowledge acquired in Year 7 and Year 9 Chemistry. Students build on knowledge acquired in Years 7, 8 and 9 on forces and waves. Practical skills continue to be developed throughout the course and the required practical work is embedded in the GCSE schemes of work. These practical skills are, also, assessed in the examinations at the end of the linear course.

	Content to be studied	Method of assessment
Autumn 1	<p><b><u>Review of electricity part 2.</u></b>  <u>Static electricity.</u>            Static charge            Electric fields</p> <p><b><u>Review of particle model of matter.</u></b>  <u>Particle model and pressure.</u>            Particle motion in gases            Pressure in fluids            Atmospheric pressure</p>	Interim assessment. Weekly homework
Autumn 2	<p><b><u>Atomic Structure.</u></b>  <u>Atoms and isotopes.</u>            Atomic structure            History of the atom            The nuclear model of the atom</p> <p><b><u>Atoms and radiation.</u></b>            Activity            Properties of radiation            Nuclear equations</p> <p><b><u>Atoms and radiation.</u></b>            The randomness of radioactivity            Half life            Safe use of radiation</p>	Termly assessment. Weekly homework

Spring 1	<u>Hazards and uses of radiation.</u> Background radiation Uses and dangers of radiation  <u>Fission and fusion.</u> Nuclear fission Nuclear fusion	Interim assessment. Weekly homework
Spring 2	<b><u>Forces Part 1.</u></b> <u>Forces and their interactions.</u> Naming forces Scalars and vectors Resultant forces and free body diagrams  <u>Forces and motion 1.</u> Distance and displacement Speed Acceleration	Termly assessment. Weekly homework
Summer 1	<u>Forces and motion 2.</u> Motion graphs Stopping distances.  <b><u>Waves Part 1.</u></b> <u>Waves in air, fluids and solids.</u> Properties of transverse and longitudinal waves Wave equation Required practical 8	80-minute summer examination paper, covering all the content from the year 9 and 10 course.
Summer 2	<u>Wave behaviour.</u> Reflection Refraction Required practical 9  <u>Electromagnetic spectrum.</u> Properties of EM waves Uses and dangers of EM waves	Interim assessment. Weekly homework

### How will I know if my daughter is achieving this?

Throughout year 10 your daughter's mid and end of unit assessments will be marked by her teacher and a grade provided. Feedback will be provided which will allow your daughter to see topics she has understood well and topics that require attention. She will be asked to review her assessment and set her own targets for improvement; an intervention task may also be provided. All assessment data is recorded in a Progress Guide which is secured to the inside cover of her exercise book. This also allows your daughter to track her own progress using her individual baseline grade. Focused marking tasks are set throughout the year and applicable targets given to the students; these may be extended writing tasks which will also be assessed for spelling, grammar and punctuation.

Intervention to help support students includes lunchtime support and one to one guidance. Throughout the year tracking information is sent home to reflect current attainment in the subject and once a year, a full written report is sent to parents. The Year 9 Parents' evening in the year allows teachers to discuss progress with parents and students.

### How can I help my daughter?

Students are encouraged to continue using the revision guide purchased at the beginning of Year 9 which supports the course. Year 10 resources and materials are also available on your daughter's Physics Google Classroom which will be set up at the beginning of the academic year.

Teachers record homework details on SIMS and parents are encouraged to help their daughter to complete these tasks to the best of their ability and submit them on time. Parents could also look through their daughter's book and encourage them to act upon feedback from their teacher to encourage them to take responsibility for their own learning.

### Enrichment opportunities (Reading/Clubs)

Year 10 students are welcome to attend our 'Uptonology' events. This is a programme of talks given after school by a variety of different scientists allowing students to explore Science beyond the classroom.

Students are encouraged to access the following websites to support their learning in class:

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

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

<https://cognitoresources.org/>

These contain past papers and videos so they can familiarise themselves with a wide range of concepts.

Background reading is an ideal way for a student to expand their knowledge. The Physics department have a range of scientific magazines, such as Physics Review, which students can borrow and read fascinating articles to deepen their knowledge and develop independent learning skills.

We will be running a SciSoc club which will allow your daughter to enjoy Science outside of the curriculum content. One term of this club will be heavily focused on Physics.

During Year 11, your daughter will continue with the AQA GCSE Physics course. We use a spiral curriculum approach to the course where topics are revisited and the content challenge increased with the addition of more difficult concepts. Students will benefit from the opportunity to recap work and become more familiar with the content. During the third year of this 3-year course we start with forces and motion, building upon knowledge acquired at KS3 and Year 10. Students build on knowledge acquired at KS3 and in Year 10 on forces and waves. We will also cover the topic of magnetism and electromagnetism, drawing together knowledge from KS3 and Year 9 and 10 on electricity and forces. Students studying Separate Physics will also complete a unit on Space Physics, expanding on knowledge of the Universe acquired at KS3 and linking different aspects of Physics together in this complex topic.

Practical skills continue to be developed throughout the course and the required practical work is embedded in the GCSE schemes of work. These practical skills are, also, assessed in the examinations at the end of the linear course. Students will be given the opportunity to revise in lessons before the public examinations begin.

	Content to be studied	Method of assessment
Autumn 1	<p><b>Waves part 1.</b> Recap of EM spectrum. Sound waves Waves for detection and exploration – ultrasound and seismic waves Required practical 10</p> <p><b>Space Physics</b> Life Cycle of a star The solar system and orbits Red-shift and the big bang Preparation for GCSE</p>	Interim assessment Weekly homework
Autumn 2	<p><b>Forces part 2: Newtonian forces.</b> Recap of key concepts from forces part 1. Hooke's Law and elasticity Required practical 6 Moments, levers and gears</p> <p>Newton's laws of motion Required practical 7 Momentum</p>	Mock Exam Weekly homework

	Terminal velocity	
Spring 1	<p><b><u>Magnetism Part 1.</u></b>  Permanent and induced magnets  Electromagnets  The motor effect</p> <p><b><u>Waves Part 2.</u></b>  Infra red radiation  Visible light</p>	Interim assessment Weekly homework
Spring 2	<p><b><u>Waves Part 2.</u></b>  Blackbody radiation  Lenses</p> <p><b><u>Magnetism Part 2.</u></b>  Electric motors and loudspeakers  Generator effect  Generators and microphones  Transformers</p>	Termly assessment Weekly homework
Summer 1	Preparation for GCSE	Interim assessment Weekly homework
Summer 2	Preparation for GCSE	

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Students are encouraged to continue using the revision guide purchased at the beginning of Year 9 which supports the course. Year 11 resources and materials are also available on your daughter's Physics Google Classroom which will be set up at the beginning of the academic year.

Teachers record homework tasks on SIMS and parents can help by encouraging their daughter to complete work the work set to the best of their ability and submit it on time. By looking through your daughter's book, initiating discussions about the topics being covered and checking that any feedback has been responded to, will help students take more responsibility for their own learning and promote independence.

Past examination papers will be used as exam preparation before the summer examinations. These can be found on the AQA website: <https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources>

The AQA specification is a valuable tool for your daughter's examination revision. This can be found here: <https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>

### **Enrichment opportunities (Reading/Clubs)**

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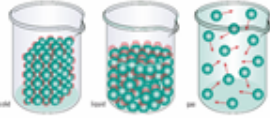
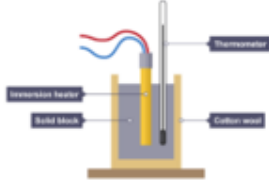

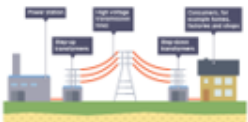

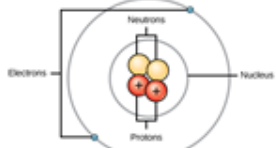


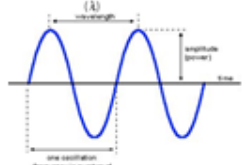
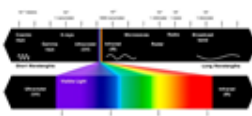
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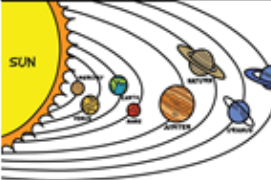
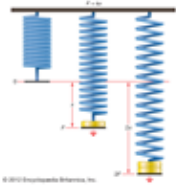
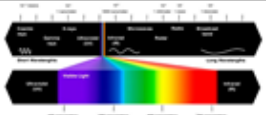
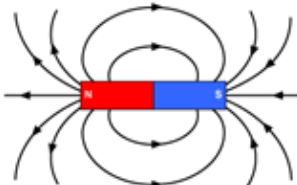

These contain past papers and videos so they can familiarise themselves with a wide range of concepts.

Background reading is an ideal way for a student to expand their knowledge. The Physics department have a range of scientific magazines, such as Physics Review, which students can borrow and read fascinating articles to deepen their knowledge and develop independent learning skills.

## GCSE Physics Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 9</b>	 <p><b>Awesome Physics.</b> <b>Maths skills.</b></p> <p><b>Energy – Part 1.</b> Energy stores Energy stores and transfers Calculating energy Efficiency <b>Transferring energy Part 1.</b> Energy changes in a system Work and power</p>	 <p><b>Electricity – Part 1.</b> Introduction to static and <u>current electricity.</u> <u>Current, potential difference and resistance.</u> Circuit symbols Electric current and charge Ohm's Law Required practical 3 Ohmic and non ohmic conductors Required practical 4</p>	 <p><b>Particle Model of Matter.</b> <u>Changes of state and the particle model.</u> Density Required practical 5 <u>Internal energy and energy transfers.</u> Changes of state Specific latent heat Internal energy</p>	 <p><b>Transferring energy Part 2.</b> Specific heat capacity Required practical 1 Heat transfer Insulation Required practical 2</p>	 <p><b>Energy – Part 2.</b> <u>National and global energy resources.</u> Renewable and non-renewable resources Environmental impact of using different resources</p> <p><b>Electricity – Part 2.</b> Recap electricity part 1 Series and parallel circuits</p>	 <p><b>Electricity – Part 2.</b> <u>Circuits.</u> AC and DC <u>Mains electricity</u> Electrical power part 1 Electrical power part 2 National Grid</p>
<b>Year 10</b>	 <p><b>Review of electricity part 2.</b> <u>Static electricity.</u> Static charge Electric fields</p> <p><b>Review of particle model of matter.</b> <u>Particle model and pressure.</u> Particle motion in gases Pressure in fluids Atmospheric pressure</p>	 <p><b>Atomic Structure.</b> <u>Atoms and isotopes.</u> Atomic structure History of the atom Nuclear model of the atom</p> <p><u>Atoms and radiation.</u> Activity Properties of radiation Nuclear equations <u>Atoms and radiation.</u> The randomness of radioactivity Half life Safe use of radiation</p>	 <p><b>Hazards and uses of radiation.</b> Background radiation Uses and dangers of radiation</p> <p><u>Fission and fusion.</u> Nuclear fission Nuclear fusion</p>	 <p><b>Forces Part 1.</b> <u>Forces and their interactions.</u> Naming forces Scalars and vectors Resultant forces and free body diagrams</p> <p><u>Forces and motion 1.</u> Distance and displacement Speed Acceleration</p>	 <p><b>Forces motion 2.</b> Motion graphs Stopping distance Reaction time Factors affecting braking distance</p> <p><b>Waves Part 1.</b> <u>Waves in air, fluids and solids.</u> Properties of transverse and longitudinal waves Wave equation Required practical 8</p>	 <p><b>Wave behaviour.</b> Reflection Refraction Required practical 9</p> <p><u>Electromagnetic spectrum.</u> Properties of EM waves Uses and dangers of EM waves</p>

## GCSE Physics Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	 <p><b>Waves Part 1</b> Ultrasound Seismic Waves Required Practical 10</p> <p><b>Space Physics</b> Our Solar System The Life Cycle of a star Satellites, gravity and circular motion Red-shift and the Big Bang</p>	 <p><b>Forces Part 2.</b> <u>Forces and their interactions.</u> Recap of work done, scalars, vectors and resultant forces Resolving forces Hooke's Law and elasticity Moments</p> <p><b>Newtonian Forces.</b> Newtons Laws Required Practical 7 Momentum Safety features Terminal velocity</p>	 <p><b>Magnetism Part 1.</b> <u>Magnetism and electromagnetism</u> Permanent and induced magnets Electromagnets <u>The Motor Effect</u> Flemings left hand rule Electric motors</p> <p><b>Waves Part 2</b> Infrared radiation and temperature Visible Light</p>	 <p><b>Waves Part 2</b> Lenses Magnification Perfect black bodies</p> <p><b>Magnetism Part 2.</b> <u>Induced Potential</u> Generator effect Generators Loudspeakers &amp; Microphones Transformers</p>	<p><b>GCSE Revision</b></p> <p>Retrieval practice and examination preparation</p>	 <p>GCSE Examinations</p>

# GROUP B SUBJECTS: Option subjects with limited choice

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# GROUP B SUBJECTS: Option subjects with limited choice

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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	Listening	Speaking	Reading	Writing
Weighting	25%	25 %	25%	25%



**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 & Y11

People and Lifestyle	Popular culture	Communication and the world around us
<ul style="list-style-type: none"><li>• Self and relationships</li><li>• Health and fitness</li><li>• Education</li><li>• The world of work</li></ul>	<ul style="list-style-type: none"><li>• Free time activities</li><li>• Customs, festivals and celebrations.</li><li>• Celebrity culture</li></ul>	<ul style="list-style-type: none"><li>• Travel and tourism</li><li>• Media and technology</li><li>• Environment and where people live</li></ul>



**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%

**What can I do after this course?**

Research shows that young people fluent in Mandarin will be at a significant advantage when competing for jobs with their peers from around the world. More than three in four British business leaders believe **Mandarin Chinese will give students 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.

## Is this the right course for me?

In KS4, pupils' learning priority is to work on the GCSE level. The objectives of the course are to enable pupils of all abilities to develop their Chinese language skills, but also to stretch their full potential and equip them with the knowledge and skills to communicate in a variety of contexts with confidence.

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

In Y11, pupils will work with experienced teachers, and will be provided with a range of resources that help them confidently plan and prepare for the GCSE examination. At the end of Y11, pupils will take a GCSE Chinese examination in speaking, listening, reading and writing components.

### Y10 – Y11 Curriculum Map Mandarin Chinese

	Autumn		Spring		Summer	
Y10	<p>10.1 <b>My life</b> Talk about likes &amp; dislikes, Chinese family &amp; daily life, My friends, Hobbies, My childhood</p> <p><b>School</b> School life, subjects</p> <p>Assessment and feedback</p>	<p>10.2 <b>School</b>(continued) activities, schools in China</p> <p><b>Free-time activities</b> Hobbies &amp; interests, sports &amp; leisure activities</p> <p>Assessment and feedback</p>	<p>10.3 <b>Media</b> Film, music, Tv programme, internet &amp; blogs, role models</p> <p>Assessment and feedback</p>	<p>10.4 <b>My local area, social issues &amp; environment</b> My town, local area, asking for directions, shopping, healthy living, wider world issues</p> <p>Assessment and feedback</p>	<p>10.5 <b>Travel</b> The weather, transport, holiday plan, holiday experience, booking hotel, making travel arrangements</p> <p>Assessment and feedback</p>	<p>10.6 <b>Food &amp; drink</b> School lunch, healthy eating, food &amp; festivals</p> <p>Assessment and feedback</p> <p>Set up summer homework</p>
Y11	<p>11.1 <b>Future plans &amp; jobs, career</b> Work experience, future plans, ideal jobs, volunteer &amp; charity work</p> <p>Learn GCSE specification</p>	<p>11.2 <b>GCSE revision</b> task setting</p> <p>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>11.3 Theme1: Identity &amp; 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>11.4 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>11.5 <b>GCSE exam preparation</b></p> <p><b>PPEs- all papers</b></p>	<p>AQA: GCSE Chinese 8673</p> <p>Paper 1 Listening Paper 2 Speaking Paper 3 Reading 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, to have fun, to work cooperatively with other members of the class and to develop a fascination to learn about other languages and cultures.

**A disfrutar aprendiendo!**

	Paper 1	Paper 2	Paper 3	Paper 4
Exam	Speaking	Listening	Reading	Writing
Weighting	25%	25%	25%	25%



**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 & Y11

People and Lifestyle	Popular culture	Communication and the world around us
<ul style="list-style-type: none"><li>• Self and relationships</li><li>• Health and fitness</li><li>• Education</li><li>• The world of work</li></ul>	<ul style="list-style-type: none"><li>• Freetime activities</li><li>• Customs, festivals and celebrations.</li><li>• Celebrity culture</li></ul>	<ul style="list-style-type: none"><li>• Travel and tourism</li><li>• Media and technology</li><li>• Environment and where people live</li></ul>



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

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, mathematicians, brand managers and, of course, historians.

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 is an exciting course that encourages a wider understanding of the world around us. Through study natural landscapes, human processes and environmental issues students develop a wide range of skills that will contribute to their employability, whatever their chosen career. Students will have the opportunity to take part in a range of fieldwork investigations as part of the GCSE and the exciting opportunity to visit Iceland, as an optional field trip.

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%



Geography is the right course for you if you are inquisitive about the world around you, want to understand the pressing global issues of the 21<sup>st</sup> century (from population growth, to climate change and the changing intensity of extreme weather) and how humans can adapt to, and mitigate against, these issues.

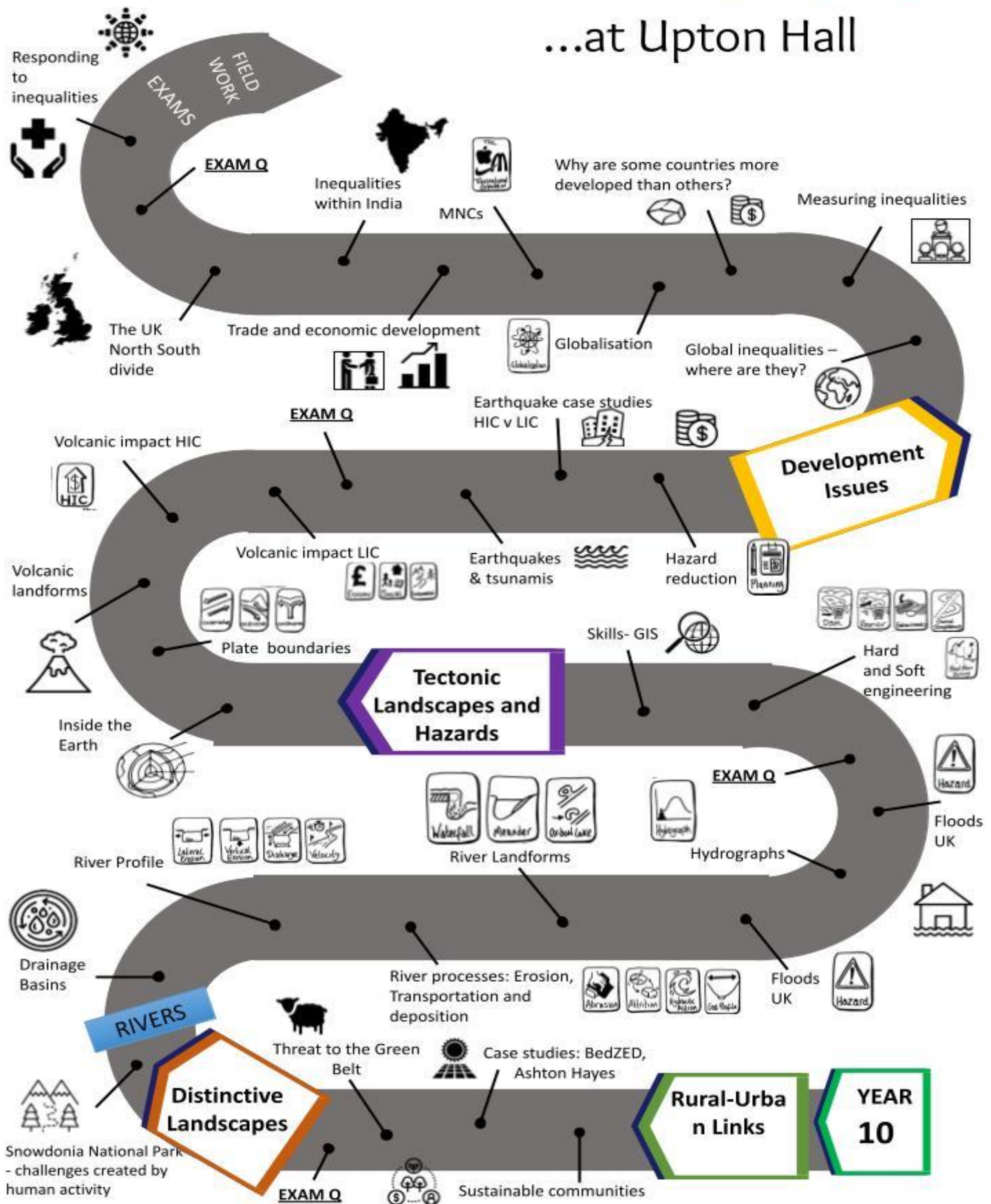
The multidisciplinary nature of geography allows students to pursue a variety of options, from Tectonic Hazards to Climate Change to Urbanisation.

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.

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/>

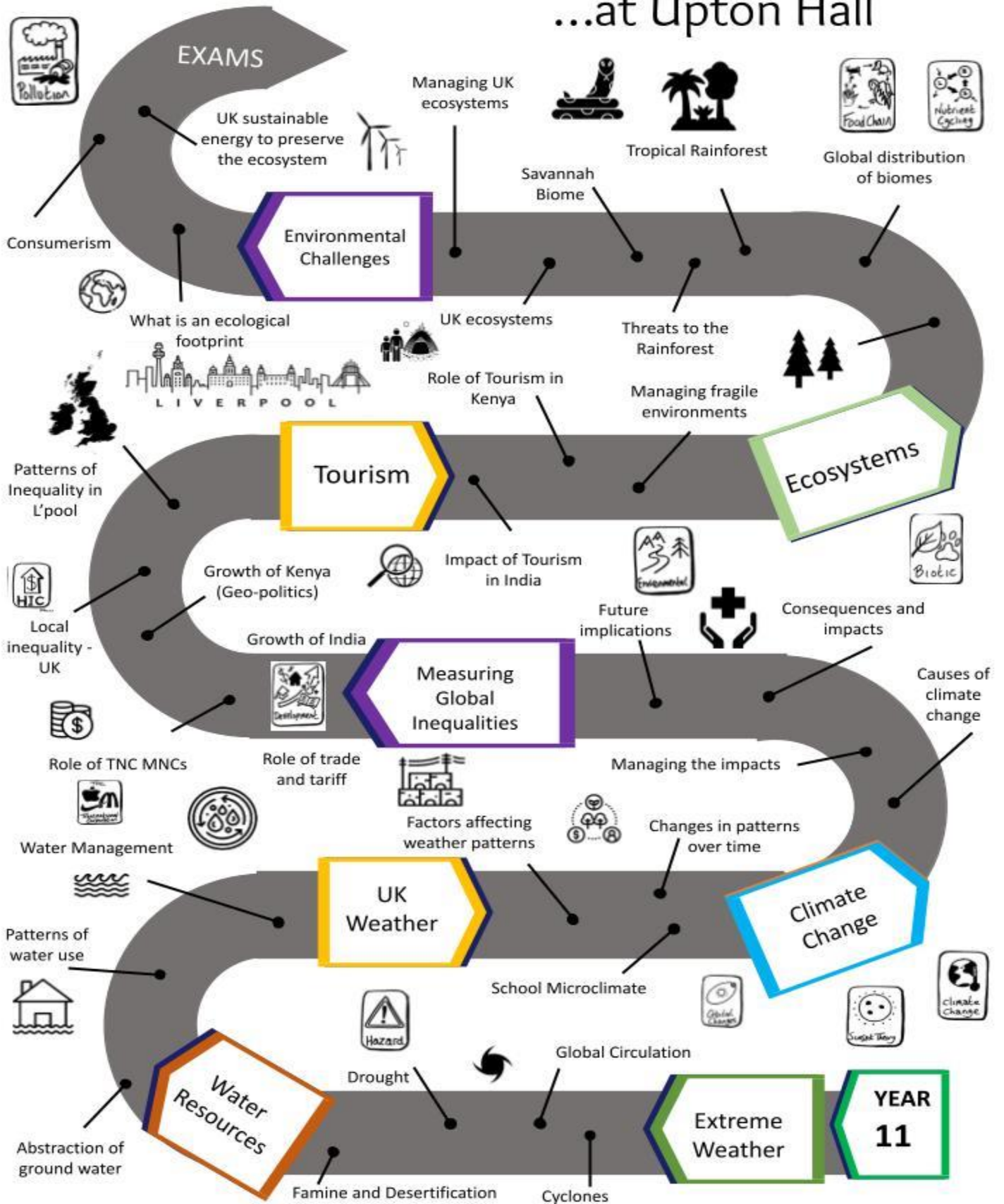
# What will I learn about in **Geography**

## ...at Upton Hall



# What will I learn about in Geography

## ...at Upton Hall



## GROUP C: Option Subjects

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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

<b>AQA</b>	Personal Investigation	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.

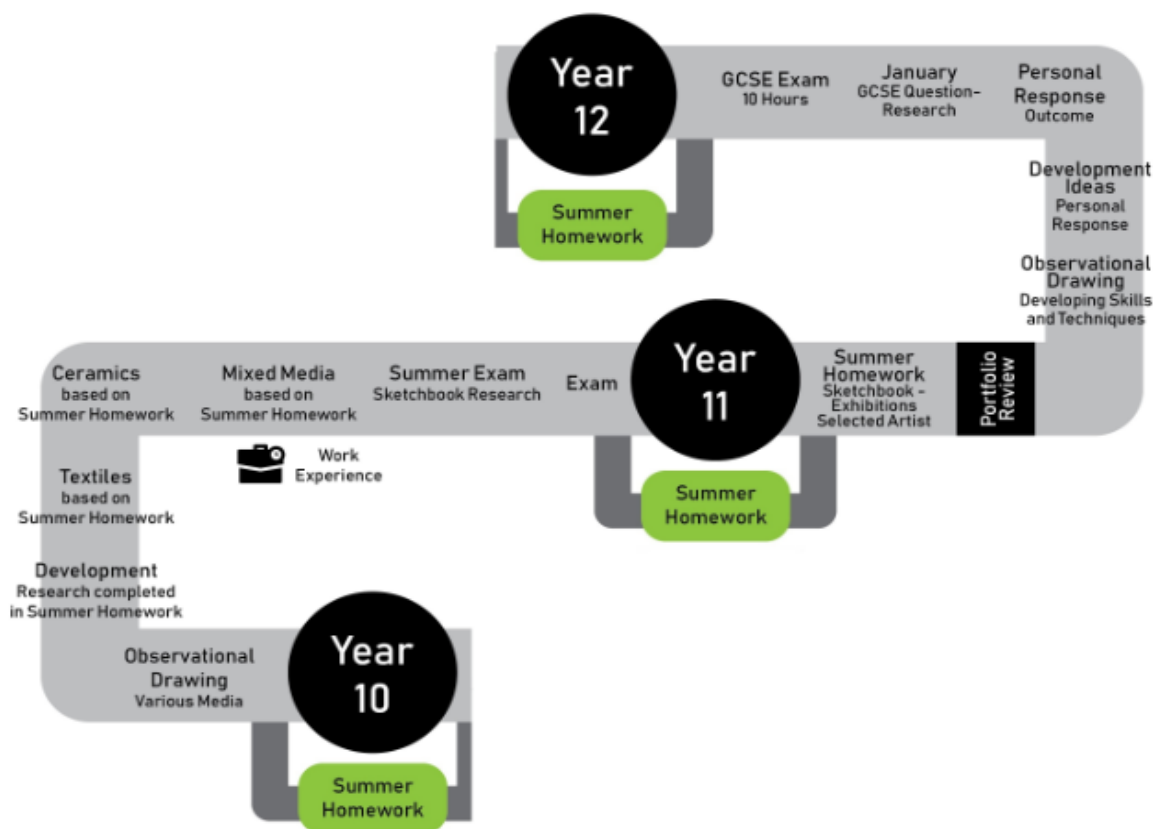
The KS4 curriculum is designed to ensure it meets the required assessment objectives set out by the Exam board. Pupils at KS4 continue to enhance and broaden the skills they have learnt and developed during KS3. Pupils begin the course with an in-depth drawing unit strengthening their fundamental observational 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. Pupils will learn all about the various techniques and processes involved. Throughout the course you will be encouraged to visit Galleries and exhibitions independently with in the local area increasing pupils’ 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.



Studying GCSE Computer Science involves a comprehensive curriculum that covers both theoretical knowledge and practical skills in computing. The course is divided into two main components, which are both assessed by written examinations.

Unit 1 ‘Computer Systems’ focuses on understanding the fundamentals of computer systems

Unit 2 ‘Computational Thinking, Algorithms & Programming’ emphasises developing problem-solving skills and practical programming abilities.

You will also spend at least 20 classroom hours coding, with the aim to build up your programming ability. Skills learned here will help with answering questions in paper 2.

	Unit 1	Unit 2
<b>Content</b>	Computer Systems	Computational Thinking, Algorithms & Programming
<b>Exam</b>	90 minutes	90 minutes
<b>Weighting</b>	50%	50%



**GCSE topics covered in Y10 and Y11**

Unit 1	Unit 2
<u>Computer Systems</u>	<u>Computational Thinking, Algorithms &amp; Programming</u>
<ul style="list-style-type: none"> <li>• Systems architecture</li> <li>• Memory and storage</li> <li>• Computer networks</li> <li>• Network security</li> <li>• Systems software</li> <li>• Ethical, legal, cultural and environmental impacts of digital technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming fundamentals</li> <li>• Producing robust programs</li> <li>• Boolean logic</li> <li>• Programming languages</li> </ul>

As part of the GCSE, you are also required to complete at least 20 hours coding in lessons. This element is unmarked, although it will prepare students for the programming elements of the unit 2 exam.

### **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?**

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 designer, e-learning developer, forensic computer analyst, information systems manager, database manager, IT project manager, network manager, software engineer, systems analyst, web designer.

If you want to combine work and study while earning a salary, you could consider a higher apprenticeship. Large multi-national companies offer these opportunities in areas such as cyber security technologist, data analyst, digital manager, business analyst, network engineer, software developer, etc.

## GCSE Design and Technology

Exam Board: AQA

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 pupils 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, organisation, planning, technical and practical skills, as well as 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.





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.

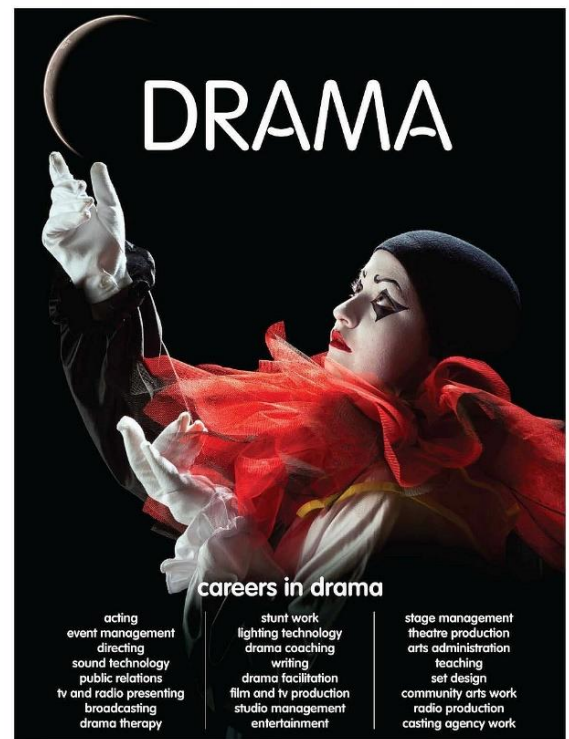
All students have opportunities to explore and develop their confidence, group and interpersonal skills whilst expanding their **performance and design techniques** through both **small- and large-scale performances**.

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	<b>Internally Assessed:</b> Devised Performance (assessed as a performer or designer)  Supported by written Portfolio & Evaluation	<b>Externally Assessed:</b> Scripted Performance (assessed as a performer or designer)	<b>Externally Assessed</b> Examination: Written Paper  Practical analysis of a set text, and a comprehensive evaluation of a Live Theatre Performance.
Weighting	40%	20%	40%






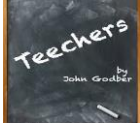

### Is this the right course for me?


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.

*"We all must do theatre, to find out who we are and to discover who we could become." Augusto Boal*



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

<p>Component 3 Written paper: (40%)</p>	<p><b>Introduction to the Component 3 (Section A) set text:</b></p> <ul style="list-style-type: none"> <li>• <i>I Love you mum... P.S. I promise I won't die (Mark Wheeler)</i></li> </ul> <p><b>Acting</b> techniques and approaches:</p> <ul style="list-style-type: none"> <li>✓ Character Development</li> <li>✓ Staging</li> <li>✓ Text and Subtext</li> <li>✓ Language (themes and issues)</li> <li>✓ Voice and movement communication</li> <li>✓ Preparing response to 'Acting' questions.</li> <li>✓ Developing use of Acting Vocabulary.</li> </ul>	<p>Practical exploration of <b>Design</b></p> <p>Approaches:</p> <ul style="list-style-type: none"> <li>✓ Stage and set design</li> <li>✓ Props</li> <li>✓ Costume</li> <li>✓ Lights and special effects</li> <li>✓ Sound and music</li> <li>✓ IT and multi-media</li> <li>✓ Preparing responses to 'design' examination questions.</li> <li>✓ Improved use of technical vocabulary.</li> <li>✓ <b>Live theatre observation</b> of the C3 set text (<i>In-school performance, by Visiting Theatre Company</i>)</li> </ul>	<p>Practical exploration of <b>Directing</b> the text:</p> <ul style="list-style-type: none"> <li>✓ Applying directorial techniques</li> <li>✓ Blocking and Staging</li> <li>✓ Rehearsal techniques</li> <li>• Preparing responses to 'Directorial' questions</li> <li>• Mock Examination</li> <li>• Introduction to <b>Section B:</b> Live theatre review. Observation of professional live theatre performances (Theatre visit).</li> <li>• Developing Evaluation skills.</li> </ul>
<b>Year 11</b>			
<p>Component 2 (20%)</p>	<p>Exploring texts for Component 2: Scripted Performance: Exploration of suitable plays</p> <ul style="list-style-type: none"> <li>✓ Exploring Style</li> <li>✓ Character Development</li> <li>✓ Choosing extracts for performance</li> </ul>  <ul style="list-style-type: none"> <li>✓ Performing</li> <li>✓ Monologues</li> <li>✓ Duologues</li> <li>✓ Group pieces</li> <li>✓ Design approaches.</li> <li>✓ Staging, Set and Props</li> <li>✓ Costume, Hair and Make-up</li> <li>✓ Lighting</li> <li>✓ Sound</li> </ul>	<p><b>Component 2 Performance Examination</b> (Usually takes places between February-April - Visiting examiner from Eduqas)</p> <ul style="list-style-type: none"> <li>✓ Rehearsal (Performers)</li> <li>✓ Design (Production roles)</li> <li>✓ Realising designs in performance</li> <li>✓ Performance and presentation to an invited audience</li> <li>✓ Portfolio work (Designers)</li> <li>✓ Justifying approaches</li> <li>✓ Final Performance</li> </ul>  <p><b>Final submission of Component 1 portfolios to exam board (in March).</b></p>	

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



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			
	<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>
<b>Content</b>	Performing	Composing	Appraising
<b>Exam</b>	Non-exam assessment: internally assessed, externally moderated	Non-exam assessment: internally assessed, externally moderated	Written examination: 1 hour 15 minutes (approx.)
<b>Weight</b>	30%	30%	40%



## 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 – Badinerie by J.S. Bach)*

*Area of study 2: Music for Ensemble*

*Area of study 3: Film Music*

*Area of study 4: Popular Music (including a set work – Africa by TOTO)*

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 wellbeing 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

	<b>Paper 1- The human body and movement in physical activity and sport</b>	<b>Paper 2- Socio-cultural influences and well-being in physical activity and sport</b>	<b>Practical Practical performance in physical activity and sport</b>
Content	<ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Movement analysis</li> <li>Physical training</li> <li>Use of data</li> </ul>	<ul style="list-style-type: none"> <li>Sports psychology</li> <li>Socio-cultural influences</li> <li>Health, fitness and well-being</li> <li>Use of data</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul>
Exam	Written exam: 1 hour 15 minutes • 78 marks	Written exam: 1 hour 15 minutes • 78 marks	<ul style="list-style-type: none"> <li>Assessed by teachers</li> <li>100 marks</li> <li>Moderated by AQA</li> </ul>
Weighting	• 30% of GCSE	30 % of GCSE	40% of GCSE

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	Trampolineing
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	

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

### 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?

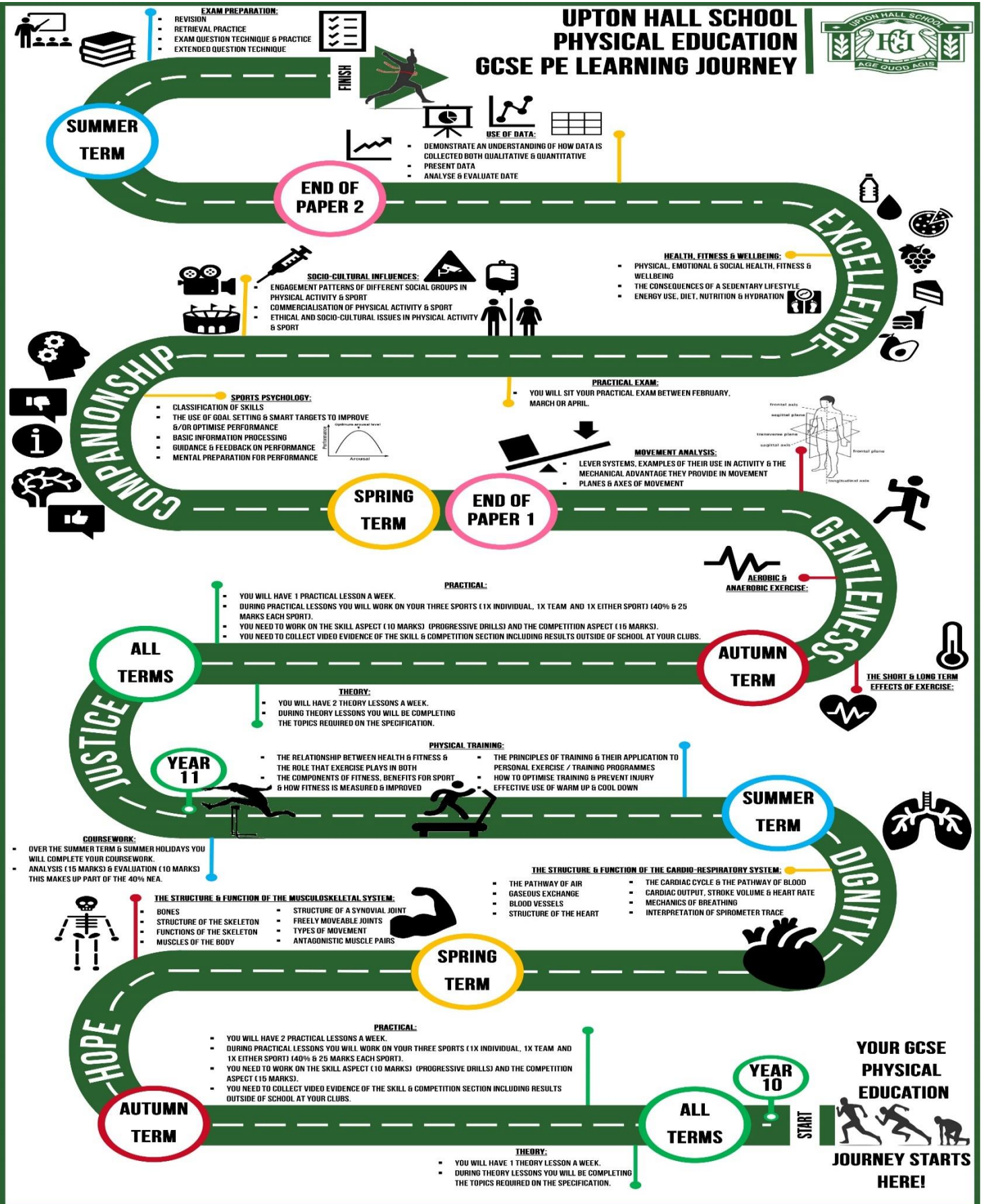
PE will enable you to further develop your practical passion. This will help you to develop a wide range of skills, including team work, independence, performance, observation and coaching.

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





# Non-Examination Core Subjects

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# Non-Examination Core Subjects

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## Core Computing

As part of the national Curriculum, your daughter will also study Core Computing. These will be delivered through PSHE and in drop down days. The aims are that pupils will:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

## 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.

**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.

# UPTON HALL SCHOOL PHYSICAL EDUCATION LEARNING JOURNEY EXPECTATIONS



**OTHER CAREERS →**

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

**TEACHING & COACHING →**

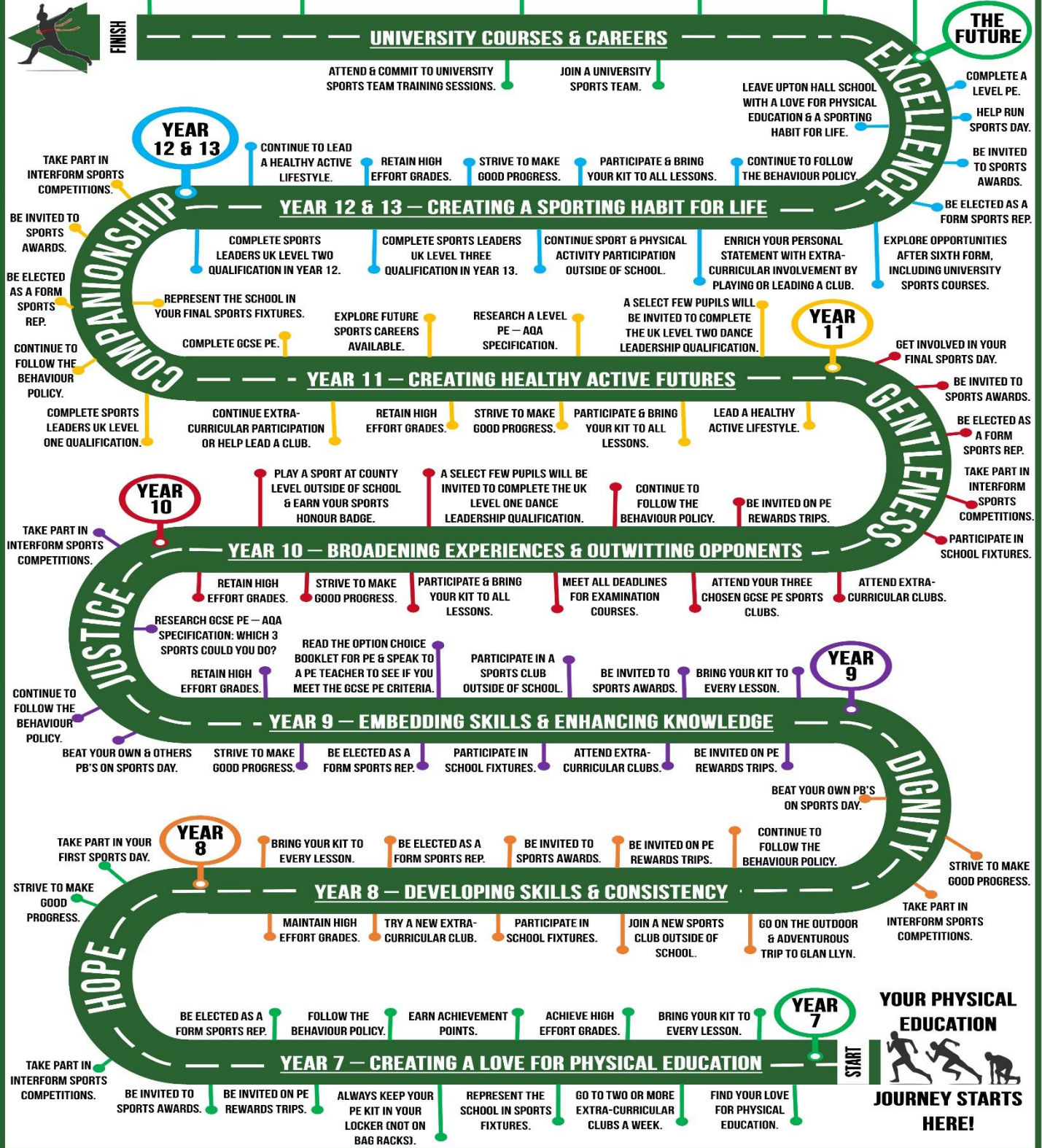
- LECTURER IN HIGHER EDUCATION.
- SCHOOL PRINCIPAL.
- SPORTS COACH.
- PE TEACHER.
- PLAY WORKER.
- PRIMARY SCHOOL TEACHER.
- YOUTH WORKER.

**MEDIA & MARKETING →**

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

**HEALTH & FITNESS →**

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



# Flourish

<p>A Holistic Curriculum Covering:          Personal, Social, Health and Economic Education (PSHE)          Relationships and Sex Education (RSE) and Health Education          Careers Information, Advice and Guidance (CIAG)          Citizenship – National Curriculum</p>	
<b>Year 10</b>	
<b>Autumn 1: Health and Wellbeing</b>	
<b>Navigating Adolescence: Promoting Mental Health and Wellbeing</b>	
<b>Fridays</b>	<b>Mondays (after Assembly)</b>
Lesson 1 – How can we manage challenges during adolescence, including those related to drugs and alcohol?	Target setting
Lesson 2 – How can we reframe negative thinking and learn from role models to become one ourselves?	Forms with work in on a carousel to explore the Core Computing curriculum.
Lesson 3 – What strategies can we use to promote mental health and emotional wellbeing?	Navigating Adolescence Assessment
Lesson 4 – What are the signs of emotional or mental ill-health, and how can we recognise them in ourselves and others?	
Lesson 5 – How can we access support and treatment for mental health challenges?	
Lesson 6 – How is mental health portrayed in the media, and what impact does this have?	
Lesson 7 – How can we challenge stigma, stereotypes and misinformation surrounding mental health?	
<b>Autumn 2: Relationships and Sex Education</b>	
<b>Ten: Ten Life to the Full</b>	
<b>Fridays</b>	<b>Mondays (after Assembly)</b>
Lesson 1 – Authentic Freedom	Topical Talk
Lesson 2 – Self-Image	KS4 Core Computing Carousel
Lesson 3 – Beliefs, values and attitudes	Pregnancy and Abortion 1
Lesson 4 – Parenthood	Pregnancy and Abortion 2
Lesson 5 - Abuse	Solidarity 1
<b>Spring 1: Relationships with Self and Others</b>	
<b>Promoting Inclusion: Respect, Equality and Safe Choices</b>	
<b>Fridays</b>	<b>Mondays (after Assembly)</b>
Lesson 1 – What makes a community inclusive, respectful and a place of belonging?	Topical Talk
Lesson 2 – What is the Equality Act and how does it promote diversity and shared values?	KS4 Core Computing Carousel
Lesson 3 – How can social media distort, misrepresent or target information to influence beliefs and opinions?	Topical Talk
Lesson 4 – How can we safely challenge discrimination, including online?	KS4 Core Computing Carousel
Lesson 5 – How can we recognise and respond to extremism and radicalisation?	SP1 Assessment

<b>Spring 2: Living in the Wider World</b>	
<b>Responsible Futures: Accountability, Work and Growth</b>	
<b>Fridays</b>	<b>Mondays (after Assembly)</b>
Lesson 1 – What opportunities are available in learning and work, and how can Labour Market Information (LMI) help us identify them?	Topical Talk
Lesson 2 – What strategies can we use to overcome challenges or adversity in our personal and professional lives?	KS4 Core Computing Carousel
Lesson 3 – What are our responsibilities in the workplace, and why are they important?	Topical Talk
Lesson 4 – How can we manage practical problems and prioritise health and safety while learning from work experience?	KS4 Core Computing Carousel
Lesson 5 – How can we maintain a positive personal presence online and why does it matter?	SP2 Assessment
<b>Summer 1: Citizenship</b>	
<b>Understanding Change: Community, Justice and Power in the UK</b>	
<b>Fridays</b>	<b>Mondays (after Assembly)</b>
Lesson 1 – How are community identities changing?	
Lesson 2 – What tools can we use to challenge injustice in our communities?	Topical Talk
Lesson 3 – What are the strengths and weaknesses of the UK democratic system?	
Lesson 4 – What are the strengths and weaknesses of the UK legal system?	How does the media hold those in power to account?
Lesson 5 – How does the economy work and what has it got to do with me?	SU1 Assessment
<b>Summer 2: Living in the Wider World</b>	
<b>Financial Literacy: Managing Money and Minimizing Risk</b>	
<b>Fridays</b>	<b>Mondays (after Assembly)</b>
Lesson 1 – How can we effectively budget and evaluate different savings options?	KS4 Core Computing Carousel
Lesson 2 – How can we prevent and manage debt, including understanding credit ratings and the risks of payday lending?	KS4 Core Computing Carousel
Lesson 3 – What strategies can help us manage influences related to gambling, including online gambling?	KS4 Core Computing Carousel
Lesson 4 – What is the relationship between gambling and debt and how can we avoid financial harm?	KS4 Core Computing Carousel
Lesson 5 – What are the laws surrounding illegal financial activities, including fraud and cybercrime?	KS4 Core Computing Carousel

Year 11	
Autumn 1: Health and Wellbeing	
Thriving Through Transitions: Building Skills for Success and Wellbeing	
Fridays	Mondays (after Assembly)
Lesson 1 – How can we balance ambition with managing unrealistic expectations?	Academic Target setting
Lesson 2 - How can we develop self-efficacy, including motivation, perseverance, resilience and a healthy self-concept?	How can we set and achieve SMART targets while maintaining a healthy work-life balance?
Lesson 3 - What are the nature, causes and effects of stress, and how can we recognise them?	What are the most effective revision techniques and strategies for success?
Lesson 4 - What strategies can we use to manage stress, including maintaining healthy sleep habits?	How can we balance our time online and assess its impact on our lives?
Lesson 5 - How can we navigate application processes, including writing CVs, personal statements and interview techniques?	What are positive and safe ways to create content online and what opportunities can this bring?
Lesson 6 - What are the post-16 options and career pathways available and how can Labour Market Information (LMI) guide us?	AU1 Assessment
Lesson 7 - What are the rights, responsibilities, and challenges of working part-time while studying?	10:10 Pre-Assessment
Autumn 2: Relationships and Sex Education	
Ten: Ten	
Fridays	Mondays (after Assembly)
Lesson 1 – Self-worth	KS4 Core Computing Carousel
Lesson 2 – Addiction	Topical talk
Lesson 3 – eating disorders	Topical talk
Lesson 4 – Birth control	KS4 Core Computing Carousel
Lesson 5 – Pornography	Topical talk
Lesson 6 - STIs	KS4 Core Computing Carousel
Spring 1: Relationships with Self and Others	
Healthy Boundaries: Communication, Safety and Support	
Fridays	Mondays (after Assembly)
Lesson 1 – Coercive control	Academic target setting
Lesson 2 - How can we effectively communicate our wants and needs in different situations?	KS4 Core Computing Carousel
Lesson 3 - How can we handle unwanted attention, including harassment and stalking, both online and offline?	Topical Talk
Lesson 4 - What are the signs of unhealthy, exploitative and abusive relationships, and how can we access support?	Lenten Social Action Challenge
Lesson 5 - Lenten Social Action Challenge	
Lesson 6 - Assessment	
Spring 2: Health and Wellbeing	
Health Matters: Making Informed Choices for Wellbeing and Safety	
Fridays	Mondays (after Assembly)
Lesson 1 - How can we assess emergency and non-emergency situations and contact the appropriate services?	SP1 Assessment

Lesson 2 - What are the links between lifestyle choices and certain types of cancer?	How can we manage influences and risks related to cosmetic and aesthetic body alterations?
Lesson 3 - Why is screening important and how can we perform self-examinations for early detection?	KS4 Core Computing Carousel
Lesson 4 - How do we register with and access doctors, sexual health clinics, opticians and other health services?	Topical Talk
Lesson 5 - What are the benefits of blood, organ, and stem cell donation, as well as vaccinations and immunisations?	KS4 Core Computing Carousel
<b>Summer 1: Citizenship</b>	
<b>Power and Politics: Exploring Governance and Democracy in the UK</b>	
<b>Fridays</b>	<b>Mondays (after Assembly)</b>
Lesson 1 - What is the nature of the British Constitution?	SP2 Assessment
Lesson 2 - Where does power reside in the UK and how do others govern?	Topical Talk
Lesson 3 - Should the UK be called a democracy?	KS4 Core Computing Carousel
Lesson 4 - How do we look after an ageing population?	What are the different ways we can become involved in politics?

