

Upton Hall School FCJ

KS4 Curriculum Booklet 2019 -2021



School Mission Statement

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

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

“Thy kingdom come, Thy will be done”

Vision Statement FCJ Schools

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

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

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

This vision is encapsulated in our six key FCJ values:

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

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

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

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

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

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

School Motto

Age quod agis
Whatever you do - do well!

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KS4 CURRICULUM 2019-2021



INTRODUCTION

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

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

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

The Process

Spring Term

- ◆ Study this booklet and discuss the contents with your parents.
- ◆ You will be required to complete the GCSE Form and return it to your form teacher by **Monday 25 February 2019**

All pupils will begin the Year 10 course in September 2019 by studying 10 GCSE subjects. The curriculum is designed to ensure that all pupils acquire a broad range of skills and are equipped to compete for higher education courses, apprenticeships or employment that has training and opportunities for progression.

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

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

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

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

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

How to choose

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

Choose because

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

Do not choose because

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

THE CURRICULUM FOR YEARS 10-11: 2019 - 2021



THE CURRICULUM FOR YEARS 10-11: 2019 - 2021

GCSE COURSES: 2019-2021

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

GROUP A SUBJECTS

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

English (English Language and English Literature) 2 GCSE subjects

Mathematics 1 GCSE subject*

Religious Studies 1 GCSE subject

Science (Biology, Chemistry and Physics) 3 GCSE subjects

Physical Education - All students participate in a programme of Physical Education at KS4.

*The most able mathematicians, judged on school performance to date, will be entered for mathematics and further mathematics.

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

GROUP B SUBJECTS

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

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

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

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

GROUP C SUBJECTS

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

You will study one subject from Group C

Art and Design

Design and Technology- Product Design

Drama

Computer Science

Geography or History (This is in addition to your Humanities' choice above)

Music

Physical Education (Full GCSE qualification)

A second modern foreign language (If you choose two languages, one must be French)

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

THE GENERAL CERTIFICATE IN EDUCATION GCSE

AQA, Edexcel, OCR and EDUQAS are the Examination Boards we use for GCSE. These Boards are responsible for designing specifications, setting examinations, marking papers and awarding certificates.

The Board and Specification are chosen by the Head of Faculty/Department, in consultation with the subject teachers, and are selected to provide the most stimulating course likely to lead to examination success.

All GCSEs are now reformed.

The main features of the new GCSEs are:

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

Comparison between new and old gradings

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
	G
U	U

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

AWARDING
4 and above = bottom of C and above

ACADEMIC EXPECTATIONS

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

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

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

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

Ensure that any missed work is copied up.

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

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

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

As pupils assess their own performance and teachers track the progress pupils are making against the baseline grades, it becomes clear that for some individual pupils the number of subjects is too great. Following the Mock Examinations in Year 11, consultation takes place between the pupil, her parents, the Head of Year and the Assistant Head responsible for Curriculum to find what best suits the individual pupil. In some cases it is necessary to reduce a pupil's workload. This is achieved by allowing her to drop one or, in exceptional circumstances, two subjects.

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



GROUP A SUBJECTS: The Core Curriculum

English Language and English Literature

English Language and English Literature GCSE courses will begin in the Autumn Term of Year 10. The specifications of the EDUQAS are followed for both these courses. English Literature is integrated with English Language. The two courses receive separate awards.

English Language

Component One: 20th Century Reading and Creative Prose Writing

Written Paper: 40% 1 hour 45 minutes

Section A Reading (20%) – Pupils are tested on their understanding of one unseen prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions. The type of text is most likely to be a novel.

Section B (20%) – Pupils complete one creative writing task selected from a choice of four titles. Types of narrative topics/titles include something like: (a) write a story that begins with the words: Mum/Dad shouted up the stairs, 'Come down here now!' (b) Write about a time you felt embarrassed. (c) The School Reunion. (d) Write a story that ends with the words: How wrong he was. (e) The Interview.

Component Two: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written Paper: 60% 2 hours

Section A Reading (30%) – Pupils are tested on their understanding of two unseen extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through range of structured questions. Type of texts may include: fact sheets, leaflets, letters, extracts from autobiographies, diaries, advertisements, reports, articles, digital and multi-modal texts from newspaper and magazines, brochures and the internet.

Section B Writing (30%) – Pupils complete two compulsory transactional/persuasive writing tasks. Across the two tasks, candidates will be offered opportunities to write for a range of audiences and purposes, adapt style to form and real-life context in, for example, formal/informal letters, articles, leaflets, speeches, reviews.

Component Three: Spoken Language

Non-exam assessment (Unweighted)

Pupils complete one presentation/speech, including responses to questions and feedback. Studying spoken language will involve candidates considering the variations, choices and changes in spoken language which they encounter in everyday life.

(Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade)

English Literature

Component One: Shakespeare and Poetry

Written Paper: 40% 2 hours

Section A (20%) Shakespeare – Pupils read and explore a Shakespeare play, *Macbeth*. Candidates complete one extract question and one essay question based on the reading of the text. (Learners are not permitted to take copies of the set texts into the examination)

Section B (20%) Poetry from 1789 to the present day – Pupils complete two questions based on poems from the EDUQAS Poetry Anthology (15 poems), one of which involves comparison. (Learners are not permitted to take a copy of the anthology into the examination)

Component Two: Post 1914 Prose/Drama, 19th Century Prose and Unseen Poetry

Written Paper: 60% 2 hours 30minutes

Section A (20%) Post-1914 Prose/Drama – Pupils study *An Inspector Calls* (Priestley). Pupils will complete one source-based question on a post 1914 prose/drama from the above prescribed list. (Learners are not permitted to take copies of the set text into the examination)

Section B (20%) 19th Century Prose – Pupils read *A Christmas Carol* (Dickens). Candidates complete one source-based question on a 19th century prose text from the prescribed list. (Learners are not permitted to take copies of the set texts into the examination)

Section C (20%) Unseen Poetry from the 20th/21st Century – Pupils complete two questions on unseen poems, one of which involves comparison.

Mathematics

Teaching Groups

The year group is divided into classes based on the pace of progress that pupils are making. Each class will keep the same teacher for two years. All pupils will sit the Mathematics GCSE at the end of Year 11.

- **Extension Group – Approximately 30 pupils.** This group will comprise the mathematicians who work at the fastest pace. They will sit GCSE and Further Mathematics GCSE at the end of Year 11. This group will be expected to achieve grades 8 and 9 at GCSE. Pupils in this group may wish to study Mathematics and Further Mathematics at A Level.
- **Middle Groups – Approximately 100 pupils.** These groups are expected to achieve grades 6 - 9. They will study the full syllabus and may wish to study Mathematics at A Level should they achieve a high enough grade.
- **Support Group – Approximately 20 pupils.** This group will work at a pace appropriate to their needs. The smaller group size will allow for more one-to-one support. These pupils will not cover some of the more difficult GCSE topics. This will allow them to focus more of their attention on topics in which they can score well. This group will be expected to achieve grades 4 - 6.

External Assessment

The pupils will take OCR GCSE, which is assessed by three written papers. All papers are 90 minutes in duration and worth 100 marks. No calculator is allowed on the second paper. There is an increased emphasis on problem solving in the new GCSE, so we expect the pupils to show resilience throughout the course when tackling these questions.

Homework

Your daughter will either be given a small amount of homework or a more comprehensive task containing questions from previous topics. For the latter, we expect your daughter to use her notes and/or MathsWatch to review previous topics, thus keeping them fresh in her memory throughout the course. Some tasks may need to be completed on the internet. If your daughter does not have internet access at home, she may use one of the computers available in school, either at lunchtime or after school. ***Study support is available every Tuesday, Wednesday and Thursday from 1.15pm in H8.***

Internal Assessment

The course is split into 12 units, and there will be written assessments at the end of each unit of work. There will also be an examination at the end of Year 10. These will be used to monitor progress throughout the course and will be made up of examination style questions, with an increased emphasis on problem solving to fit in with the demands of GCSE Mathematics.

Religious Studies

In Religious Studies we follow the Edexcel syllabus, Route A, which alongside facilitating a thorough understanding of the Catholic faith, allows students to reflect on some of the fundamental questions of the human experience through exploration of issues around subjects such as life after death and the cause of our universe. Students will also be given the opportunity to consider the views not only of the Catholic Church but also of those who hold other faith positions or none. Through engagement with issues around belief, values, meaning, purpose and truth, Religious Education supports the spiritual and holistic personal growth of students

The skills predominantly used in Religious Education complement those used in other humanities subjects such as English whilst also helping students further develop their analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills in a unique manner.

Aims of the course

It encourages students to:

- Acquire knowledge and develop understanding and consider the influence of the beliefs and values and traditions associated with Christianity.
- Consider religious and other responses to moral issues.
- Identify, investigate and respond to the fundamental life questions of life raised by religion and human experience – the meaning and purpose of life.
- Develop skills relevant to the study of religion and in particular, the Roman Catholic Tradition.

Assessment Objectives

Candidates must demonstrate their ability to:

- Recall, select, organise and deploy knowledge relevant to the course of study.
- Describe, analyse and explain the relevance and application of Christianity.
- Evaluate different responses to religious and moral issues, using relevant evidence and argument.

Scheme of Assessment

This comprises of 3 written papers. There is no coursework or controlled assessment.

The students will begin their studies in Year 9 with all assessments taking place at the end of Year 11. Throughout the course pupils will undertake set assessment tests at the end of each unit studied, using specimen questions. A revision task or series of tasks will be set towards the end of the year prior to the summer examinations. Appropriate homework will be set thorough out the course to aid consolidation of students' learning.

For each section of the course students will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts.

Students must be aware how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world. Students will be expected to demonstrate an understanding of different perspectives. These may derive from different views/denominations within Christianity.

Paper One: The Study of One Religion - Catholic Christianity

Written examination: 1 hour 45 minutes

50% of qualification

102 marks

For this component learners will study four modules:

- Beliefs and Teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression and Ways of Life

Areas for study in these modules include:

- The Trinity
- Creation
- Jesus as God incarnate
- The Paschal Mystery
- The significance of the life, death, resurrection and ascension of Jesus.
- Beliefs concerning salvation and grace.
- Eschatology
- Sacraments
- Liturgical and non-liturgical worship
- The funeral rite as a liturgical celebration of the Church
- Prayer
- The role and importance of popular forms of piety
- Pilgrimage
- Catholic Social Teaching
- Catholic mission and evangelism
- The Bible
- The magisterium of the Church
- The Second Vatican Council
- The Church as the body of Christ
- The four marks of the Church
- Mary as a model of the Church
- Sources of personal and ethical decision making
- The significance of the architecture and internal features of a Catholic church
- The meaning and significance of sacred objects
- The meaning and significance of painting, frescos and drawings in Catholicism
- The purpose and use of symbolism and imagery in religious art.
- The meaning and significance of drama and the way it is used to express belief
- The nature and use of traditional and contemporary styles of music in worship.

Paper Two: The Study of a Second Religion – Judaism

Written examination: 50 Minutes

25% of qualification

51 marks

For this component learners will study two modules:

Beliefs and Teaching

Practices

Areas for study include:

- The nature of the Almighty.
- The nature and importance of the Shekinah
- The nature and purpose of the messiah
- The covenant with Abraham and his descendants
- Sanctity of life
- Moral principles and Mitzvot
- Jewish beliefs about life after death
- The nature and purpose of Jewish public acts of worship
- The Tenakh and the Talmud
- The nature and purpose of prayer in the home and private prayer
- The nature and importance of the Shema and the Amidah
- The importance of ritual for Jews today
- Shabbat
- The nature, history, purpose and significance of Jewish festivals
- Features of the synagogue

Paper Three: Study of Philosophy and Ethics - Catholic Christianity

Written examination: 50 minutes

25% of qualification

51 marks

For this component learners will study two modules:

Arguments for the existence of God

Religious Teachings on Relationship and Families in the 21st Century.

Areas for study include:

- Revelation as proof for the existence of God
- Visions as proof for the existence of God
- Miracles as proof for the existence of God
- Catholic attitudes towards Religious Experiences and its philosophical use to prove the existence of God
- The Design Argument
- The Cosmological Argument
- Issues raised by the existence of evil and suffering
- The solutions offered to the problem of evil and suffering in Catholicism

- The importance and purpose of marriage for Catholics
- Catholic teachings about sexual relationships
- Catholic teaching about the importance of the family
- Support for the family in the local Catholic parish
- Catholic teaching on family planning and the regulation of births
- Catholic teaching about divorce, annulment and remarriage
- Catholic teaching about the equality of men and women in the family
- Catholic teachings about gender prejudice and discrimination

Science

Biology

Pupils in Years 10 and 11 will study the AQA Separate Science Biology course, which they started in Year 9.

Year 10

The Year 10 course consists of the following topics:

Section 3: Communicable diseases

This section covers the following topics:

- Infectious diseases
- Human defence systems
- Vaccines, antibiotics and painkillers

Section 4: Bioenergetics (Photosynthesis and Respiration)

- Structure and plants
- Photosynthesis
- Plant diseases
- Respiration

Section 6: Inheritance, Variation and Evolution

This section covers the following topics:

- Reproduction
- Variation and evolution
- The development of understanding of genetics and evolution
- Classification of living organisms

Year 11

The Year 11 course consists of the following topics:

Section 5: Homeostasis and response

This section covers the following topics:

- Homeostasis
- The human nervous system
- Hormonal co-ordination in humans
- Plant hormones

Section 7: Ecology

This section covers the following topics:

- Adaptations, interdependence and competition
- Organisation of the ecosystem
- Biodiversity and the effect of the human interaction on ecosystems
- Trophic levels in the ecosystem
- Food production

Assessment Summary

The students will sit two papers at the end of Year 11. Both papers are 1 hour 45 minutes and each contribute 50% of the total mark.

Paper 1 covers sections 1-4 (cell biology, organisation and infection and response and bioenergetics)

Paper 2 covers sections 5 -7 (homeostasis and response, inheritance, variation and evolution and ecology).

In both papers there will be a range of compulsory multiple choice and short-answer structured questions designed to ensure accessibility for less able pupils, as well as to stretch more able pupils.

Practical work is an integral part of Biology GCSE and students must complete 10 specified practical tasks in addition to other practical activities delivered in the laboratory. These practical tasks will be examined in the written papers. There is **no controlled assessment** as part of this course.

Homework

Homework during Years 10 and 11 will involve a variety of activities including: exam question paper practice, learning facts, researching topics, worksheets, creative writing, producing PowerPoint presentations and revision aids.

Assessment

Throughout Years 10 and 11 there will be regular testing of the topics covered and marking of the homework produced. This will allow pupils, parents and teachers to assess and monitor progress.

Further details about this GCSE can be found on the AQA website:

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Chemistry

Pupils in Years 10 and 11 will study the Separate Science Chemistry Course, which they started in Year 9.

Year 10

The Year 10 course consists of the following topics:

Structure and Bonding

This section covers the following topics:

- Properties of ionic compounds
- Properties of covalent compounds
- Properties of metals
- Properties of nanoparticles

Foundation Organic Chemistry

This section covers the following topics:

- Introduction to organic chemistry
- Alkanes and alkenes
- Polymers
- Alcohols
- Carboxylic acids

Electrolysis

This section covers the following topics:

- The process of electrolysis
- Electrolysis of molten ionic compounds
- Electrolysis of aqueous solutions
- Using electrolysis to extract metals.

Chemistry of the Atmosphere

This section covers the following topics:

- The composition and evolution of the Earth's atmosphere
- Greenhouse gases and global warming
- Atmospheric pollutants and their sources

Rates of Reaction

This section covers the following topics:

- Factors which affect the rate of reaction
- Calculating rate of reaction

Year 11

The Year 11 course consists of the following topics:

Equilibria

This section covers the following topics:

- Reversible reactions
- The effect of changing conditions on equilibrium
- The Haber Process
- Production and uses of NPK fertilisers
- Potable Water
- Waste Water Treatment

Organic Chemistry

This section covers the following topics:

- Condensation polymers
- Amino acids
- DNA and other naturally occurring polymers

Using Resources

This section covers the following topics:

- Re use and Recycling
- Life Cycle Assessments
- Potable Water
- Waste Water Treatment

Quantitative Chemistry

This section covers the following topics:

- Conservation of mass
- Moles
- Reacting mass calculations
- Concentrations
- Percentage yield
- Atom economy
- Volume of gases

Assessment Summary

The girls will sit two papers at the end of Year 11.

Paper 1 is externally assessed through an examination paper lasting 1 hour 45 minutes, worth 50% of the total marks. This paper will assess:

- Atomic structure and the Periodic Table
- Structure and bonding and the properties of matter
- Quantitative Chemistry
- Chemical changes
- Energy

Paper 2 is externally assessed through an examination paper lasting 1 hour 45 minutes, worth 50% of the total marks. This paper will assess:

- Rates and equilibria
- Organic Chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

There will be a range of compulsory, short-answer structures questions in both papers which are designed to ensure accessibility for less able pupils, as well as to stretch more able pupils. The question types will be: multiple choice, structured, closed short answer and open response.

Homework

Homework during Years 10 and 11 will involve a variety of activities including: learning facts, researching topics, worksheets, creative writing, producing PowerPoint presentations and revision aids.

Assessment

Throughout Years 10 and 11 there will be regular testing of the topics covered and marking of the homework produced. This will allow pupils, parents and teachers to assess and monitor progress.

Physics

Pupils in Years 10 and 11 will study the Separate Science Physics Course, which they started in Year 9.

Year 10

The Year 10 course consists of the following topics:

Unit 4: Atomic Structure

- Atoms and isotopes
- Nuclear radiation
- Hazards and uses of radioactive emissions
- Nuclear fission and fusion

Unit 5: Forces

- Forces and their interactions
- Work done and energy transfer
- Forces and elasticity
- Moments, levers and gears
- Pressure and pressure differences in fluids
- Forces and motion
- Momentum

Year 11

The Year 11 course consists of the following topics:

Unit 6: Waves

- Waves in air, fluids and solids
- Sound waves
- Electromagnetic waves
- Lenses
- Black body radiation

Unit 7: Magnetism and Electromagnetism

- Permanent and induced magnetism
- The motor effect
- Induced potential, transformers and the National Grid

Unit 8: Space Physics

- Solar system
- Life cycle of a star
- Orbital motion, natural and artificial satellites
- Red shift

Assessment Summary

The girls will sit two papers at the end of Year 11.

Paper 1 is externally assessed through an examination paper lasting 1 hour 45 minutes, worth 50% of the total marks. This paper will assess:

- Energy
- Electricity
- Particle models of matter
- Atomic structure

Paper 2 is externally assessed through an examination paper lasting 1 hour 45 minutes, worth 50% of the total marks. This paper will assess:

- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.

There will be a range of compulsory, short-answer structured questions in both papers which are designed to ensure accessibility for less able pupils as well as to stretch more able pupils. The question types will be: multiple choice, structured, closed short answer and open response.

Homework

Homework during Years 10 and 11 will involve a variety of activities including: learning facts, researching topics, worksheets, creative writing, producing PowerPoint presentations and revision aids.

Assessment

Throughout Years 10 and 11 there will be regular testing of the topics covered and marking of the homework produced. This will allow pupils, parents and teachers to assess and monitor progress.

GROUP B SUBJECTS: Option subjects with limited choice



GROUP B SUBJECTS: Option subjects with limited choice

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

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

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

The English Baccalaureate consists of five subjects:

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

Modern Foreign Languages

All girls have already chosen their language(s). Some are studying two languages and others have chosen to study one. Languages have been selected from the list below:

French

Mandarin Chinese

Spanish

Rationale

The specifications currently in use are those of EDUQAS for French and Spanish and AQA for Mandarin Chinese. Your daughter will have completed the first half of these courses at Key Stage 3 and have acquired proficiency, particularly in listening and oral skills. She will already have some knowledge of grammar, understanding of the language, language skills, and language learning skills, cultural awareness and a significant amount of vocabulary. Every effort will be made to maintain the philosophy of enabling pupils to show what they “know, understand and can do.” What is learned in the classroom will be useful and relevant to everyday life in the country of the target language.

Aims

We aim to encourage pupils to

- Develop understanding of the spoken and written forms of the language in a range of contexts;
- Develop the ability to communicate effectively in the language, through both the spoken and written work, using a range of vocabulary and structures;
- Develop knowledge and understanding of the grammar of the language, and the ability to apply it;
- Apply their knowledge and understanding imaginatively and creatively in a variety of relevant contexts, which reflect their previous learning and maturity;
- Develop knowledge and understanding of countries and communities where the language is spoken, providing insights into both culture and civilisation and comparison with their own culture
- Provide enjoyment and intellectual stimulation through learning the language;
- Promote the development of other skills, which have a wider application in a European dimension, such as information technology, learning and key skills, communication strategies as well as spiritual, moral and ethical awareness;
- Provide a suitable foundation for further study and/or practical use of the language.

Topic Areas

There are three designated themes, each of them divided into three sub-themes:

Identity and Culture

- a. **Youth Culture** – Self and relationships, Technology and social media
- b. **Lifestyle** – Health and Fitness, Entertainment and leisure
- c. **Customs and traditions** – Food and drink, Festivals and Celebrations

Local, national, international and global areas of interest

- a. **Home and Locality** – Local areas of interest, Transport
- b. **French/Spanish speaking countries** – Local and regional features and characteristics, Holidays and Tourism
- c. **Global Sustainability** – Environment, Social issues

Current and future study and employment

- a. **Current Study** – School/college life, School/college studies
- b. **World of Work** – Work experience and part-time jobs, Skills and personal qualities
- c. **Jobs and future plans** – Applying for work/study, Career plans

These are presented through the respective GCSE textbooks for each of the languages, the methodology of which is already familiar to our pupils. The approach is an integrated one, which affords plenty of opportunity for revisiting, reinforcing and using familiar material, grammatical and linguistic, in new contexts.

Grammatical Structures

GCSE candidates will be expected to have acquired knowledge and understanding of grammar during their course. In the examination they will be required to apply what they have learnt. A minimum of 10% of the marks for the speaking and writing papers will be allocated to the knowledge and the accurate application of grammar.

Translation

Students will be expected to translate both from and into the assessed language, applying their grammatical and contextual knowledge.

Homework

Homework is generally set after each lesson to practise or extend what has been covered. It may take a variety of forms: learning of vocabulary, preparing and learning for oral test, reading or listening comprehension and writing.

Assessments

In the final examination, the GCSE is offered at two levels, Foundation and Higher. Mixed tier entry is not allowed and candidates must sit all Foundation and Higher Tier papers for Listening, Reading, Speaking and Writing. The four assessment skills are equally weighted (25% each)

School assessment is held formally in each of these skills each half term and each pupil draws up a profile of her performance, enabling extra input in a specific skill area, should there be an apparent weakness. In addition, progress will be assessed by means of weekly written, listening and reading homework, regular oral recording and weekly vocabulary testing.

History

The GCSE History course is Edexcel History 9-1

We believe that this specification is:

- **Relevant and stimulating** for our pupils, thus promoting higher levels of achievement;
- **Resonant**, addressing a range of historical themes and contexts which give our pupils a deeper understanding of the modern world;
- **Straightforward** in terms of assessment methodology; and
- **Beneficial** not only in providing an introduction to the key concepts and contexts of GCSE history, but also enabling progression to GCE Advanced Level History.

Our key subject aims are to:

- Actively engage pupils in the process of historical enquiry and debate to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
- Develop pupils' knowledge and coherent understanding of selected periods, societies and aspects of history;
- Develop pupils' awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- Develop pupils' abilities to ask relevant questions about the past and to investigate them critically using a range of sources in their historical knowledge and understanding in creative and different ways and reach substantiated judgements; and
- Recognise that pupils' historical knowledge, understanding and skills help them understand the present and provide them with a basis for their role as responsible citizens, as well as allowing further study of history.

The Edexcel GCSE in History comprises of **three units**. Unit 1 is worth 20%, Unit 2 40% and Unit 3 30% of the total GCSE mark.

Unit 1: Development Study: Crime and Punishment c1000 to present, with Whitechapel c1870 – 1900: crime and policing

- This unit is assessed through a 1 hour 15 minutes examination at the end of Year 11
- The question paper has 6 questions, including 3 source questions on the Whitechapel study

Unit 2: British Depth Study: Early Elizabethan England 1558 – 88 and Period Study: The American West c1835 - 1895

- This unit is assessed through a 1 hour 45 minutes examination at the end of Year 11.
- Pupils answer six questions – three on each area of study.

Unit 3: Modern Depth Study: Weimar and Nazi Germany 1918 – 39

- This unit is assessed through a 1 hour 15 minutes examination at the end of Year 11.
- The question paper has six questions.

The Subject Content of the four units is as follows:

Unit 1:

Crime and Punishment c1000 to present day

This unit is highly relevant to modern life. It examines change and continuity in the nature and definition of criminal activity, the response of authority, the use of punishment and the changing experience of men, women and children before the law. It is particularly fascinating for anyone with an interest in how our modern justice system works and why English law is the way it is now.

This includes crimes against the person, property and authority. In the Middle Ages, it includes changing definitions of crime as a result of the Norman Conquest, including poaching as an example of a 'social' crime and the use of trial by ordeal. Later, it includes heresy, treason, vagabondage and witchcraft. Pupils will study the Gunpowder Plotters of 1605 and the witch hunts of the 1640s. Later still, they will consider highway robbery and smuggling. They will consider the development of the Metropolitan Police Force. They will also examine the changing nature of crime, including driving offences, race crimes and drug crimes. They will discuss the Derek Bentley case and the abolition of the death penalty, changes to prisons and the treatment of conscientious objectors in the First and Second World Wars.

Whitechapel Depth Study

Your daughter will study crime and punishment in the context of 19th-century Whitechapel. This includes the problems of housing and overcrowding and the problems for the poor in the Whitechapel workhouses. Pupils will examine the significance of Whitechapel as an inner city area of poverty, discontent and crime. They will consider problems caused by alcohol, prostitution, protection rackets, gangs and attacks on Jews. The area of study includes the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders.

Unit 2:

Early Elizabethan England

Elizabeth I is one of the most fascinating figures in English history and provides a good example of a powerful and successful woman in a man's world. Pupils will study the Virgin Queen and the problems of her legitimacy, gender and marriage. They will consider her character and strengths. Pupils will learn about Mary, Queen of Scots, her claim to the English throne and her execution. They will study religious divisions in England and Catholic plots against Elizabeth. The Spanish Armada is a key event in Elizabeth's reign and pupils will learn about the reasons for the Armada and the reasons it was defeated. Elizabethan Society, including education, sport, exploration and voyages of discovery, all form part of the course. Pupils will study the significance of Walter Raleigh and his attempts to colonise Virginia and the reasons this failed.

The American West

This is a fascinating study of the conflict and tension between the Plains Indians and migrants, including classic 'cowboy and Indian' stories of the impact of the new Americans on the environment and way of life of the native Americans. It examines social and tribal structures of the Plains Indians and the impact of US government policies on them. This part of the course has resonance in a new age of mass migration.

Unit 3:

Life in Germany 1918 – 1939

This enquiry examines the reasons for and the impact of the development of totalitarianism in Germany. Pupils learn about conditions in Weimar Germany and therefore understand the reasons why many German people supported Hitler and the Nazis. It explores the setting up and nature of Nazi government. The emphasis is on the impact on and the reactions of differing groups of people in Germany living in the Nazi state and includes Nazi policies towards women, the young and minorities including the Jews.

Geography

The GCSE Geography course is EDUQAS syllabus A

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

The EDUQAS GCSE Geography A 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.

Further information can be found at:

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

We have started the teaching of the new GCSE in Year 9. This will enable a more thorough approach and coverage of the various topics. This will also enable the Upton style of creative teaching and learning to continue. An early start to the course should also enable more time for revision and recap in Year 11.

Year 9

Core Theme 1: Landscapes and Physical Process: COASTS

- The UK and its landscapes
- Coastlines – physical landscape features and their formation. How coastline are protected.

Core Theme 2: Urban issues in contrasting global cities

- Where does the world live?
- Mumbai – a global city in a NIC.
- Mumbai – ways of life, challenges and possible solutions with a focus on Dharavi.

Core theme 2: Urban issues in contrasting global cities

- Liverpool - a global city. Liverpool in the world. How and why is Liverpool connected?
- Liverpool – How has Liverpool changed? Decline and regeneration.
- Liverpool One – changes to retail (out of town vs city centre regeneration).

Core Theme 2: The urban-rural continuum in the UK

- Where do people live in the UK? How is the population of the UK changing?
- What is the rural-urban continuum? Counter-urbanisation: causes and effects local case studies
- Egan's wheel – sustainable communities in the UK

Core Theme 1: Landscapes and Physical Process

- Impacts on the countryside – footpath erosion in Snowdonia and management.

Core theme 1: Drainage basins of the UK

- Flooding – why study rivers? Flooding case study
- Hydrological cycle drainage basin. Flood hydrographs. Flood management

Core Theme 1: Landscapes and Physical Process: Rivers and rivers fieldwork

- Rivers – physical landscape features and their formation (inc processes, geology). This will include a fieldtrip to a river e.g. Afon Alyn

Year 10

Theme 3: Tectonic landscapes and hazards

- Global distribution of tectonic activity.
- Volcanoes and earthquakes.
- Tectonic hazard reduction

Core Theme: 6 Measuring Global Inequalities

- NICs and LICs etc, an overview of how development is measured. Role of trade and tariffs
- Case study 1: India (NIC) – growth of economy and role of multi-nationals.
- Patterns of regional social/economic inequality in India
- Patterns of regional social/economic inequality in the UK. Reducing the inequality – should HS2 be built?
- Case study 2 : Kenya(LIC) growth, geo-politics, trade. The role of multi-nationals (role of cash crops) link to drought and famine.

Tourism

- Role of tourism in India –impact and consequences.
- Role of tourism in Kenya – impact and consequences. Eco-tourism
- How can tourism be managed (including tropical reefs)

Core theme 5: Weather patterns and processes

- Extreme weather – global patterns and global circulation
- Cyclones of India: causes, consequences and responses
- Drought of (northern) Kenya: causes, consequences and responses – including detailed case study
- Response to drought/famine

Core theme 6: Water resources and their management

- Over abstraction of groundwater in northern Kenya.
- Global patterns in the use of water
- Water management options – from reservoirs to rainwater harvesting.

Urban Fieldwork (third exam)

Year 11

Core theme 5 : Weather patterns and processes

- UK weather and climate – lows and highs. (May link to summer news story)
- Microclimate (of the school grounds)

Core theme 5: Weather, climate and ecosystems

- What is climate change? Causes and consequences of climate change.
- What are the short and long term effects of climate
- Responses to climate change.

Core theme 5 : Processes and interactions within ecosystems

- An overview of the global distribution of biomes (relate to global climate circulation)
- Case study 1: Tropical Rainforest. Features (including nutrient cycles, carbon). Human impact. Sustainable solutions (including zoning.)
- Case study 2: Savannah or Reefs. Features (including nutrient cycles, carbon). Human impact. Sustainable solutions (including zoning in National Parks).

- UK –small scale ecosystem (sand dune, park, hedgerow) Features (including nutrient cycles, carbon). Human impact.
- UK sustainable energy – impact of wind turbines.

Option 8: Environmental Challenges

- What is your ecological footprint? What are the various impacts of consumerism?

Exams

There are three exams:

Component One

Changing Physical and Human Landscapes

Written examination: 1 hour 30 minutes

35% of qualification

84 marks (plus 4 marks for spelling, punctuation, grammar and use of specialist terms)

Component 1 contains two core themes and two options. Learners should study **both** core themes and **one** of the options.

Component Two

Environmental and Development Issues

Written examination: 1 hour 30 minutes

35% of qualification

84 marks (plus 4 marks for spelling, punctuation, grammar and use of specialist terms)

Component 2 contains two core themes and two options. Learners should study **both** core themes and **one** of the options.

Component Three

Applied Fieldwork Enquiry

Written examination: 1 hour 30 minutes

30% of qualification

72 marks (plus 4 marks for spelling, punctuation, grammar and use of specialist terms)

Component 3 is a written examination in three parts:

Part A will assess approaches to fieldwork methodology, representation and analysis.

Part B will assess how fieldwork enquiry may be used to investigate geography's broad conceptual frameworks.

Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

GROUP C: Option Subjects



GROUP C: Option Subjects

Art and Design

Aims: The syllabus aims to:

- develop analytical, imaginative and intuitive capabilities through the appropriate use of materials, processes and techniques;
- develop an informed appreciation of the work of artists, craftspersons and designers from a variety of times and cultures and an ability to relate this, where appropriate, to a pupil's own practice;
- develop investigative and developmental skills necessary to explore ideas and realise intentions;
- develop a creative and purposeful approach to Art Craft and Design and the ability to evaluate intentions, procedures and outcomes;
- develop an ability to articulate personal responses and insights when communicating ideas, concepts, observations and feelings through tactile and visual form;
- develop technical competencies and understanding of the formal elements of Art, Craft and Design;
- develop an appropriate working vocabulary associated with Art, Craft and Design;
- develop personal interests, confidence, enthusiasm and the ability to work independently;
- develop an understanding of relevant values and considerations which may include those of an economic, ethical or environmental nature.

Assessment Objectives

Pupils will be assessed on each of the four assessment objectives:

- ability to record observations, experience and ideas in forms that are appropriate to intentions
- ability to analyse and evaluate images, objects and artefacts showing understanding of context
- ability to develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses
- ability to present a personal response realising intentions and making informed connections with the work of others.

There will be a continuous assessment over the two years, with the coursework portfolio totalling 60% of the total GCSE marks. In the final year, pupils will respond to a themed question which is set by the examining body and carries 40% of the total GCSE marks.

Pupils will develop a knowledge and understanding of:

- drawing and painting
- sculpture/installation
- ceramics
- mixed media/textiles

Holiday homework assignments are set for each holiday and are an important part of the course. Gallery visits and critical studies are an essential factor and GCSE Art & Design candidates will be expected to visit local exhibitions at the Tate Gallery and the Williamson Art Gallery on a regular basis to inform their practical work.

Design and Technology

Many designers are responsible for the development of new products to be manufactured and sold, this course is designed to give you creative freedom with a technical insight in order to give you rich experiences of designing and making within a context.

Everything we buy has been influenced by a designer in some way: what it looks like, how it is made, its packaging and marketing materials.

There are degree courses in areas of Design and Technology, particularly Product and Industrial Design as well as many other creative courses where Design and Technology GCSE and possibly A Level will be very useful and we have had pupils go on to successfully complete these courses and gain relevant employment.

Careers that use Design and Technology include:

- Product Designer
- Industrial Designer
- Packaging Designer
- Interior Designer
- Architecture
- Graphic Designer
- Landscape Architecture and Urban Planning
- Jewellery Designer
- All aspects of Engineering
- Construction Industry (Construction Management)
- Set Designer (Theatre)
- Occupational Therapist
- Education

As well as these specific careers where design skills are applied directly, the skills developed in Design and Technology are valued when applying for courses like Dentistry where practical skills are essential.

Is Design and Technology the right course for you?

If you are a creative individual who enjoys designing and making things, as well as learning about technical aspects of design and technology, then you should think about studying Design and Technology to GCSE level.

So what do you do in lessons?

Over the two years of the course you will engage in a number of design projects to explore various design contexts and designing for different groups of people.

You will learn about materials, their properties and how to make products out of them through practical activities and you will develop a good range of useful skills such as problem solving and project management. You will learn how to use industry-standard computer aided design software and make use of 3D printing.

Course Structure

In Year 10 the course will be divided into the teaching of theory; design principles and technical principles; and developing practical design skills through design and make projects. One lesson per week is a theory-based lesson to enhance your knowledge of design and technology.

In June of Year 10 the examination board will release the 'Contexts' and 'Design Briefs' for the Non-examined assessment (coursework) and students will start their research for these over the summer break.

The structure of the course for Year 11 will be similar to that in Year 10 where time will be divided between the teaching and development of designing and technical principles and the designing and making of the non-examined assessment project.

Assessment

The assessment is in two parts:

Unit 1 -The examination for Design and Technology is divided into 3 sections and is 2 hours long, taken at the end of Year 11.

Section A; Core technical principles – Consisting of a mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B; Specialist technical knowledge – Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.

Section C; Designing and making principles – A mixture of short and extended response questions

The examination is worth 50% of the overall mark.

Unit 2 – Non - Exam Assessment (formerly known as coursework) is approximately 30 - 35 hours work over the course of Year 11. The portfolio of design evidence plus the manufactured product are assessed internally and externally moderated. It is worth the other 50% of the overall mark.

Homework is set in accordance with the school homework timetable and these will be a mixture of research, exam questions and portfolio-based activities.

Drama

Why choose GCSE Drama?

In Drama you will learn about the 'soft skills' that employers want.

We often read or hear news stories about how employers feel that applicants who've left school, college or university lack 'soft skills' or **transferable skills** which can be used in many different types of jobs. Soft skills are personal qualities and attributes that help you to work well with others and make a positive contribution to the world we live in.

Skilled Communicators get along well with people, listen and understand instructions, and can assert their opinion without being aggressive. They can change their style of communication to suit the task in hand e.g. handling conflict. If you've got **good communication skills you should be able to develop constructive working relationships with others** and be able to learn from **constructive criticism**.

Communication and evaluation is at the heart of every Drama lesson.

Making Decisions Gathering all the important facts, seeking advice, looking at the big picture, considering alternatives, being aware of repercussions – these are all things that go into making a good decision. **Group work** in lessons and **rehearsing for a performance** will encourage you to learn how to **make important decisions and stick with them!**

Showing commitment People who are dependable, reliable, enthusiastic, and enjoy hard work are often the most successful. People who are committed need very little motivation to do their best and they always get the job done. **Being committed** to learning your lines or improving your own performance and the work of others **is essential in Drama**.

Commitment = Success!

Flexibility If you're adaptable and flexible, you'll be able to step outside your comfort zone and try your hand at something you haven't done before. **People who are positive, upbeat and have a 'can-do' attitude achieve well**. Improvisation and role-play in Drama lessons will encourage you to develop **empathy** with others, be more open to different ways of thinking and **become more flexible** as a result.

Time Management is about prioritising and being a good 'juggler' – **can you work on several different projects at once? Drama students can, and do!**

Drama assessments involve group work and **getting a group together involves organisation, determination and time management skills**.

Leadership skills are valued everywhere. People who **lead by example** look to improve and motivate themselves and are **positive role models** who show initiative and strength.

Drama teachers encourage students to take the lead and become directors in every Drama lesson.

Creativity and problem-solving skills are developed in Drama lessons and are highly valued by employers. Studying **Drama will teach you to be the kind of person who tries to see the solution as well as the problem**. This is a valuable life skill!

Responsibility - A responsible person takes pride in their work. Drama encourages you to celebrate your skills and to create work that you are proud of. **Drama students learn how to take responsibility and hold their hands up when things go wrong;** they are **resilient** and they don't pass the buck. **Everyone make mistakes but in Drama you learn that it's how you react, learn and move on from them counts.**

Being a good team player is encouraged in Drama. Drama students are taught to be open and honest. They learn how and when to offer **praise and constructive criticism**.

Drama students listen to the advice of others and act upon it

Working under pressure is hard but studying Drama teaches you how you can put the stress to one side and focus on the job in hand.

Is GCSE Drama the right subject for me?

Do you enjoy the following?

- Expressing yourself in an active and exciting way, working creatively in a group
- Contributing your ideas and responding to the ideas of others
- Exploring ideas and issues by putting yourself in other people's shoes
- Playing different characters in different imaginary situations and creating and performing your own plays, scripts, set, costume and performances
- Reading and exploring plays written by other people

If so GCSE Drama is the ideal subject for you!

Practical and Written Work

You will explore dramatic themes, issues and plays in a practical way in lessons and you will record, discuss and evaluate what you have done in a drama notebook and creative log.

You, your teacher and your peers will assess how well you have done and you will be expected to give and take constructive criticism to develop your performance skills.

You will also be required to perform devised pieces and extracts from a variety of plays or, if you want to work backstage, you can contribute your designs for set, lights, sound, costume and/or make-up during rehearsals and performances instead of being an actor.

What do I need to know, or be able to do, before taking this course?

You must have successfully completed Key Stage 3 Drama in years 7, 8 & 9 and have reached a minimum grade 6 (secure or excellent skills) at the end of year 9.

You should also have involved yourself positively in Drama tasks in lessons and you should also have taken part in school productions in Upton and/or in your previous schools.

You should also be a member of a drama club inside or outside school - this will help you to develop your confidence in performance. Above all you should have a genuine enthusiasm for Drama and should be willing to work with energy and enthusiasm in all lessons.

What will I learn?

- How Drama is created, including the acting and designing skills that are needed to create a piece of Drama and stage it in the performance space you have chosen.
- How to record and evaluate your work in order to develop your skills further.
- **TRANSFERABLE** skills that are highly valued in any walk of life.
- **How will I be assessed?**

EDUQAS GCSE Drama

Component Number	Component title and type of assessment	Content
1	Component 1: Devising Theatre Non-exam assessment: internally assessed , externally moderated (40% of qualification)	You will be assessed on either acting or design skills . You will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus. You will produce: <ul style="list-style-type: none">• A piece of devised theatre for performance• A portfolio of supporting evidence• A written evaluation of the final performance or design ideas realised in performance.

<p>2</p>	<p>Component 2: Performing from a Text</p> <p>Non-exam assessment: externally assessed by a visiting examiner (20% of qualification)</p>	<p>You will be assessed on either acting or design skills.</p> <p>You will study two extracts from one published play.</p> <p>You will participate in one performance (as an actor or designer) of two extracts from the play studied.</p>
<p>3</p>	<p>Component 3: Interpreting Theatre</p> <p>Written examination: 1 hour 30 minutes (40% of qualification)</p>	<p>Written Examination</p> <p>Section A: Set Text</p> <p>A series of questions on one set text from a choice of five (see below):</p> <p>The Tempest by <i>William Shakespeare</i> The Caucasian Chalk Circle by <i>Bertolt Brecht</i> Hard to Swallow by <i>Mark Wheeler</i> War Horse, <i>Michael Morpurgo, adapted by Nick Stafford</i> DNA by <i>Dennis Kelly</i>.</p> <p>Section B: Live Theatre Review</p> <p>You will answer one question, from a choice of two, providing an analysis and evaluation of a given aspect of a live theatre production seen during the course. (Various theatre trips will be arranged to cover the work required for this examination)</p>

What can I do after I have completed the course?

After you have completed GCSE Drama you can go on to higher levels of study in Sixth Form including: GCE (A Level) Drama and Theatre Studies

Want to know more? Visit www.eduqas.co.uk or speak to Mrs James or Miss Davenport.

Computer Science

An understanding of computer science is becoming increasingly essential in today's world. Rather than just learning how to search on Google, shouldn't children also learn how Google puts the results in order and why it keeps track of the queries you type in?

This is a course which is suitable for well motivated pupils who have shown a keen interest in Computer Science. You should have a good ability to think logically, enjoy problem solving and be resilient. We follow the OCR specification which is assessed via two examinations.

The aim of the course is to develop an understanding of current and emerging technologies and how they work, the use of algorithms in programming, the ability to create computer programs to solve problems, and to evaluate the effectiveness of computing on society. The theory covers all the basics of how computers and networks operate, as well as looking at how programs are planned using flow charts and pseudocode and will encourage learners to think creatively, innovatively, analytically, logically and critically. The practical aspect involves giving pupils experience in computer programming using the Python language. They will analyse problems, as well as designing, writing and debugging programs.

Course Structure

The course is broken down into two external assessments.

UNIT 1 – 50% COMPUTER SYSTEMS	UNIT 2 - 50% COMPUTATIONAL THINKING, PROGRAMMING & ALGORITHMS
<ul style="list-style-type: none">• Systems architecture• Memory• Storage• Wired and wireless networks• Network topologies• System security• System software• Ethical, legal, cultural and environmental concerns	<ul style="list-style-type: none">• Algorithms• Programming techniques• Producing robust programs• Computational logic• Translators and facilities of languages• Data representation

There will be ample opportunity to program during the course. You will be given a programming project to complete, however the marks won't count which takes the pressure off you as you code.

Learning to code makes kids feel empowered, creative, and confident. If we want our young women to retain these traits into adulthood, a great option is to expose them to computer programming in their youth."

Susan Wojcicki, Vice President, Google

Music

The 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.

SUMMARY OF ASSESSMENT

Component 1: Performing

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated - 30% of qualification

A **minimum of two** pieces, **one** of which must be an **ensemble** performance of **at least one minute** duration. The other piece(s) may be **either solo and/or ensemble**.

One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated -30% of qualification

Two compositions, **one** of which must be in response **to a brief set** by EDUQAS. Learners will choose one brief from a choice of four, each one linked to a different area of study.

The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a free composition for which learners set their **own brief**.

Component 3: Appraising

Written examination: 1 hour 15 minutes - 40% of qualification

This component is assessed via a listening examination.

Eight questions in total, **two** on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on extracts set by EDUQAS, which are *Since You've Been Gone* by Rainbow (released 1979) and Mozart's *Eine Kleine Nachtmusik, Movement 3, Minuet* (1787).

Physical Education (Full GCSE)

Physical Education has become a popular subject at GCSE level due to our excellent results and breadth of supporting opportunities available to all pupils. Physical Education is an essential element of the curriculum because it can increase participation in moderate to vigorous physical activity. This will help pupils gain the knowledge, skills, and confidence needed to be physically active for a lifetime.

GCSE PE is an exciting subject, which explores many units such as exercise and training, safety and risk assessment, applied anatomy and physiology. The structure of the programme allows pupils to achieve practically and theoretically.

Not only will candidates develop and improve their skills, fitness and understanding within the sporting activities covered, they will also acquire vital life skills:

- Communication
- Co-operation
- Leadership
- Teamwork

Physical Education:

- Encourages pupils to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education.
- Encourages creativity and decision-making skills to enable pupils to plan effectively for performances and to respond to changing situations.
- Prepares pupils to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official.
- Enables pupils to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

Assessment

Theory: Written paper - 60%

Practical Activities – 40% (You choose 3 sports of your choice).

Content Overview-Theory

This unit has two sections:

- **Section 1.1:** The human body and movement in PE
- **Section 1.2:** Socio cultural influence and wellbeing

The GCSE specification includes sections 1.1 and 1.2.

It is important that pupils understand why people get involved in physical activity, and the long-term health benefits of a sustained active lifestyle, including key influences that impact on people's involvement in physical activity.

Pupils will understand the relationship between exercise, diet, work and rest, and how together, they contribute to a balanced healthy lifestyle. The relationship between health, fitness and exercise and the effects of exercise and fitness on participation should also be explored with the understanding that 'fitness' does not always result in good health.

Pupils will learn about: 1.1

- The relationship between health-related exercise and performance in physical activity, and how an individual's skill-related fitness can be affected by health-related exercise.
- How performance in physical activity is linked to skill-related fitness.
- How exercise can achieve desired effects on health, fitness and performance, and how rest and physical activity in combination contribute to a healthy lifestyle. They will develop this theme further by planning the targeted selection of physical activity in order to maximise its effects. This should give pupils the knowledge and understanding to plan their own sustainable involvement in physical activity.
- The importance of diet, work and rest in relation to physical activity and a healthy lifestyle.

In order for pupils to be able to go on and lead a healthy, active lifestyle, it is important that they understand how physical activity and exercise contributes to the growth and development of body systems and structures.

Pupils, taking the GCSE, will gain knowledge of the impact of a healthy, active lifestyle on their cardiovascular, respiratory, muscular and skeletal systems and general wellbeing.

Pupils will learn: 1.2

- That, although they can be looked at separately, body systems do not work in isolation and that good physical and mental health depends on the interaction of all these body systems during exercise and physical and physical activity. This will inform pupils' own practical performance and general wellbeing.
- About the impact of physical activity and exercise on the cardiovascular, respiratory, muscular and skeletal systems (over the short and long term), and also how lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general.
- How a lifestyle that contributes positively to physical, mental and social wellbeing, and which includes regular exercise and physical activity in conjunction, is what makes a healthy, active lifestyle.

Assessment Overview

In the GCSE in Physical Education the examination is 1 hour and 45 minutes and contains multiple-choice, short and longer answer questions.

Content Overview

Practical – 40%

This unit has two sections:

Section 2.1: Practical Performance

Section 2.2: Analysis of Performance

Assessment Overview

This unit is assessed under controlled conditions, and pupils need to undertake two different controlled assessment tasks.

Section 2.1: Pupils need to undertake three practical performances in different contexts, within selected physical activities, in the role of participant.

Section 2.2: Pupils need to undertake an analysis of performance in a selected physical activity. Analysis forms 10% of the practical.

Attendance at extra-curricular activities is compulsory for your chosen sport. All pupils should be attending two extra-curricular activities to extend their level of performance. If you have any questions please contact Mrs S Fox-Parry

Assessments

<p>PAPER 1: THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY AND SPORT</p>	+	<p>PAPER 2: SOCIO-CULTURAL INFLUENCE AND WELL-BEING IN PHYSICAL ACTIVITY AND SPORT</p>	+	<p>NON-EXAM ASSESSMENT PRACTICAL PERFORMANCE IN PHYSICAL ACTIVITY AND SPORT</p>
<p>What's assessed</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 		<p>What's assessed</p> <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 		<p>What's assessed</p> <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in which a team activity, one in an individual activity and a third in either a team or an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: • 1 hour 15 minutes • 78 marks • 30% of GCSE 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: • 1 hour 15 minutes • 78 marks • 30% of GCSE 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
<p>Questions</p> <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 		<p>Questions</p> <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 		<p>Questions</p> <ul style="list-style-type: none"> • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in full context (15 marks per activity) • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Non Examination Core Subjects



Non Examination Core Subjects

Physical Education (Core)

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

The three main areas of study at KS4 are:

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

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

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

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

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

The key concepts in Physical Education are:

Learning and undertaking activities in Physical Education contribute to the achievement of the curriculum aims. All young people become:

Successful learners who enjoy learning, make progress and achieve

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

Responsible citizens who make a positive contribution to society.

The importance of Physical Education

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

Our high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. Pupils develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do and what their aptitudes are at

school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

An additional Leadership opportunity, which includes Citizenship and Key Skills, is the Level 1 Sports Leaders Award (The British Sports Trust).

Level 1 Sports Leaders Award

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

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

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

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

Ethos/L2L	Term	Topic
Excellence and Joyment	Autumn 1-1	Reach for the stars project- Resilience, Reflection, Risk-taking
	Autumn 1-2	School Council/Here I am
	Autumn 1-3	Reach for the stars project- Resilience, Reflection, Risk-taking
	Autumn 1-4	Reach for the stars project- Resilience, Reflection, Risk-taking
	Autumn 1-5	Banking basics- opening a bank account*
	Autumn 1-6	Debt, interest and APR*
Half term		
Hope and Noticing	Autumn 2-1	How much do things cost?*
	Autumn 2-2	Earning money-tax and national insurance*
	Autumn 2-3	Mortgages, rent and buying a house*
		Unifrog*
	Autumn 2-4	Current affairs
	Autumn 2-5	Current affairs
	Autumn 2-6	Current affairs/Target setting
Christmas		
Companionship and Collaboration	Spring 1-1	<i>Perseverance ("Chimp" Management 1)</i>
	Spring 1-2	<i>Perseverance ("Chimp" Management 2)</i>
	Spring 1-3	Making plans for the future- Careers and values
	Spring 1-4	Making plans for the future- Careers and values
	Spring 1-5	Making plans for the future- Careers and values
	Spring 1-6	Making plans for the future- Careers and values
Half term		
Gentleness and Perseverance	Spring 2-1	E Safety (Grooming)
	Spring 2-2	Forgiveness
	Spring 2-3	Managing crisis- everyday first aid
	Spring 2-4	Managing crisis- first aid
	Spring 2-5	Managing crisis- mental health
	Spring 2-6	Mental health awareness
Easter		
Dignity and Questioning	Summer 1-1	How are laws made
	Summer 1-2	Parliament and government
	Summer 1-3	Voting and elections
	Summer 1-4	Employment laws
	Summer 1-5	Preparing for work experience
	Summer 1-5	CV writing and preparing for work
Exam Week		
Half term		
Justice and Empathy	Summer 2-1	Christian conscience
	Summer 2-2	Teenage issues
Work Experience		
Justice and Empathy	Summer 2-4	Post work experience review
	Summer 2-5	Noticing (<i>Current Affairs</i>)
	Summer 2-6	Metacognition/self reflection (Termly reflection, review and setting of targets)