



More House School

Year Eleven

Supporting your son at home

Curriculum
Overview Booklet



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GCSE Core Subjects

English
Mathematics
Science

Core Subjects

GCSE English Language

Subject Specification

GCSE English Language

OCR

J351

Why study English Language?

English Language helps students to explore communication, culture and creativity; to develop independent and critical thinking and to engage with the richness of our language and literary heritage. It is an essential part of our lives. As well as being spoken in a variety of countries worldwide, it is also the language most used within business, allowing us to communicate effectively, entertain, motivate and calm.

Course description:

Pupils will learn to:

- Read a wide range of texts fluently and with good understanding.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use spelling, punctuation and grammar accurately.
- Acquire and apply a wide vocabulary, alongside grammatical terminology and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language and use their own spoken Standard English effectively.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

Paper 1: Communicating information and ideas

80 marks – 2 hour written paper (50% of GCSE)

Read and compare non-fiction texts – one from 19th century and one from 20th or 21st century. Write one piece of original non-fiction.

Paper 2: Exploring effects and impact

80 marks – 2 hour written paper (50% of GCSE).

Read and respond to literary prose texts (one of which may be non-fiction) from 20th or 21st century literary prose. Write one piece of original creative writing.

Spoken Language Endorsement - non-exam assessment (reported separately).

Present information and ideas and listen and respond to others appropriately.

Grading:

GCSE (9-1)

There are no tiers of entry, all students sit the same examination paper.

Next steps:

English is vital whatever students decide to do when they finish their GCSEs, equipping them with many transferrable reading and writing skills. Most colleges / employers expect Grade 4, so students will keep studying until they achieve this. It's good for any job involving communication such as marketing, journalism, law, business, teaching, media and design, and many more.



GCSE English Language

Skills for Success

To achieve a Grade 5, candidates will be able to:

Critical reading and comprehension:

- Summarise and evaluate with accuracy and clear understanding.
- Understand and make valid responses to explicit and implicit meaning and viewpoints.
- Analyse and evaluate relevant aspects of language, grammar and structure.
- Support their understanding and opinions with apt references to texts, informed by their wider reading.
- Make credible links and comparisons between texts.

Writing:

- Communicate effectively, sustaining the reader's interest.
- Produce coherent, well-structured and purposeful texts.
- Vary sentence types and structures and use vocabulary appropriately to purpose and effect.
- Spell, punctuate and use grammar with occasional errors.

To achieve a Grade 2, candidates will be able to:

Critical reading and comprehension:

- Describe and summarise with some accuracy and understanding.
- Respond in a straightforward way to most explicit information and viewpoints.
- Make some relevant comments about language and structure.
- Support their comments and opinions with some general references.
- Make straightforward links between texts.

To achieve a Grade 8, candidates will be able to:

Critical reading and comprehension:

- Summarise and critically evaluate with detailed and perceptive understanding.
- Understand and respond with insights to explicit and implicit meanings and viewpoints.
- Analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure.
- Substantiate their understanding and opinions with illuminating references to texts and contexts.
- Make convincing and apt links and comparisons within / between texts.

Writing:

- Communicate with impact and influence.
- Produce ambitious, accomplished and effectively-structured texts.
- Use a range of well-selected sentence types and structures and precise vocabulary to enhance impact.
- Spell, punctuate and use grammar accurately so that writing is virtually error-free.

To achieve a Grade 2, candidates will be able to:

Writing:

- Communicate simply with some clarity for the reader.
- Produce texts with basic structures and some awareness of purpose.
- Show some control over sentence type and structure, and use familiar vocabulary to some effect.
- Spell, punctuate and use grammar with limited accuracy.



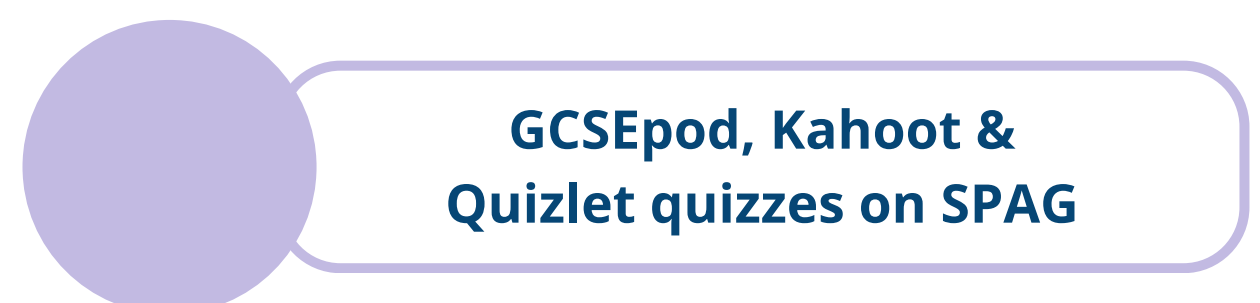
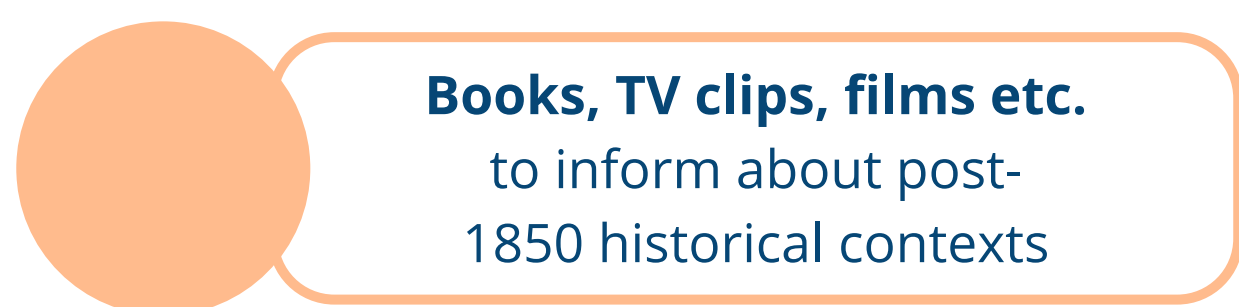
GCSE English Language

Year Ten Overview

The learning outcomes for Year Ten are:

1. **Rehearse and improve reading and writing skills for GCSE English Language**
2. **Develop understanding of historical contexts: Victorian, Edwardian, World Wars etc.**
3. **Engage with GCSE Literature texts**
4. **Effective use of terminology for writing techniques**

Some helpful resources are:



GCSE English Language

Year Ten Overview

The topics covered in the Michaelmas and Lent terms are:

Reading:

- Reading and understanding a text
- Selecting relevant information
- Interpreting information, ideas and perspectives
- Understanding how writers generally use language and structure to achieve their effects
- Exploring the effects of the writers' specific use of language and structure
- Exploring links and connections between texts

Writing:

- Communicating effectively and imaginatively
- Considering specific purposes and audience
- Using form, tone and register
- Using paragraphing, structural and grammatical features to connect ideas
- Vocabulary and spelling
- Punctuation and sentence structure

The topics covered in the Trinity term are:

Reading:

- Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
- Show understanding of the relationships between texts and the contexts in which they were written
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

You can support your son's learning at home by reading together from a variety of texts (including poetry), discussing your opinions about key issues, talking about alternative meanings and figurative language, revising terminology for writing techniques and the literary terms used to discuss poetry, providing scribing opportunities, and discussing historical contexts of poems.



GCSE English Language

Year Eleven

In this term we are focusing on three areas of the GCSE Curriculum:

1. Revision of reading skills:

- Annotation skills and analysis of language and structure
- Analysis at word, phrase and sentence level
- Subject terminology that helps achieve a better understanding of how texts create impact

Analysis of the written word can often feel very scary for young people. Much of this is due to a lack of confidence about their opinions, but other times it is due to a lack of organisation and subject-based vocabulary.

We work on this right through Key Stages 3 and 4 with our students, but at home, you can offer some great support for your son.

Here are some key links that offer you extension work for the above revision areas that you can do with your son at home, or provide him with for independent study:

[How to write an annotation](#)

[BBC Bitesize](#)

[How to annotate while reading](#)

[Subject terminology](#)

2. Revision of writing skills:

- Effective planning for autobiographical, descriptive and narrative writing using stimuli, such as photographs
- How to use effective openings and hooks
- Vocabulary and spelling breadth and accuracy

[GCSE Pod](#)

GCSEPod has hundreds of very short 'pods' which help students to understand how to write creatively. It gives them the opportunity to practise their creative writing whilst using different stimuli such as photographs in black and white or colour, music, and different media texts. This enables students to practise all the different techniques they are going to need to demonstrate in their exam for the best grades possible.

Another good place to find different information about how to succeed in creative writing, including how to broaden your vocabulary and increase your spelling accuracy, is to follow some of the best teachers on YouTube. There are many teachers who are happy to take students through practice papers on YouTube and explain what works and what doesn't. It is important to check where possible that these teachers are looking at the OCR specification before you begin with your son.



OCR English Language GCSE questions

Paper: Communicating information and ideas - typical questions:

Either...

Write a post for an online forum for young people about 'A moment that changed my life'.

or...

You are giving a talk at a parents' information evening about why all children should study science at school.

Either...

Write a letter to a friend to describe a challenging and unpleasant task you once had to do.

or...

Write a short guide for new workers about how to deal successfully with difficult customers.

Either...

"Was it worth it?" - write an article for a magazine to describe a time when you had to do something difficult.

or...

Write a speech for an event to congratulate young people who have achieved something remarkable.

Either...

"How I prefer to spend my time" - Write the words of a talk to young people about your favourite activity.

or...

Write a magazine article to persuade parents to allow their teenage children more freedom. You are not required to include any visual or presentational features.

Either...

Write the words of a talk to advise pet owners on how to make life more enjoyable for their pets and themselves.

or...

Write an article for a travel magazine to describe your dramatic encounter with an animal.

Either...

Write a talk for other students about a person you either admire strongly or dislike intensely.

or...

Write a letter to someone who is or has been important to you, clearly explaining how they have made a difference in your life.



3. Planning & preparation of a spoken language presentation:

There are three assessment objectives for the Spoken Language endorsement:

- **A07: Demonstrate presentation skills in a formal setting.**
- **A08: Listen and respond appropriately to spoken language, including to questions and feedback to presentations.**
- **A09: Use spoken Standard English effectively in speeches and presentations.**

How to Support Your Son with His Speaking and Listening Assessment Preparation

There are lots of ways that you can support your son to create a well-considered and confident presentation. One of the ways in which you can do this is to provide them with opportunities to speak about different issues, take part in wider discussions and consider their views on things that interest them. Some of our students really enjoy the challenge of discussion and debate whilst others often suffer from a lack of confidence and fluency. However much of this is about practice and the ways in which the discussions are held. We suggest asking them to give their opinions about things that they are personally interested in, whether that is connected to, for example, science or music, games or reading, sports or any other area of life in which your son has an interest. All this is beneficial to their confidence levels when they are approaching giving a presentation.

Below is an outline of the expectations of OCR, the examination board, in the Speaking and Listening presentation:

Learners must undertake a prepared spoken presentation on a specific topic.

The key requirements are:

- Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues.
- Presentations must be planned and organised. The subject for the presentation must be decided in advance and agreed with the teacher.
- Learners may use pre-prepared notes, PowerPoint etc. to assist them during their presentations but this is not a requirement.
- As part of, or following, the presentation, learners must listen to and respond appropriately to questions and feedback.
- Where the audience is the teacher only, the presentation and dialogue must be designed in such a way that it could have a potentially wider audience than just one person (e.g., it replicates a television interview)



Core Subjects

GCSE English Literature

Subject Specification

GCSE English Literature

OCR

J352

Why study English Literature?

If you can take a text and find the themes, connecting it with other texts, theories and historical events, you show that you can handle complex ideas, search for patterns and interpret information in a wider context

Course description:

Pupils will learn to:

- Read a wide range of classic literature fluently.
- Read in depth, in order to discuss and explain understanding and ideas.
- Develop a habit of reading widely and often.
- Appreciate the depth and power of English literary heritage.
- Write accurately, effectively and analytically about your reading, using Standard English, developing accurate spelling, punctuation and grammar.
- Acquire and use a wide vocabulary, including grammatical terminology and other literary and linguistic terms needed to criticise and analyse what you read.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Michaelmas term of Year 11.

Paper 1: Exploring modern and literary heritage texts

Closed texts – 80 marks – 2 hour written paper (50% of GCSE)

- Reading and responding to:
- One studied modern prose or drama text, including making connections with a thematically linked unseen modern, same genre extract.
- One studied 19th century prose text.

Paper 2: Exploring poetry and Shakespeare

Closed text– 80 marks – 2 hour written paper (50% of GCSE)

Reading and responding to:

- One thematic poetry cluster from the OCR Poetry Anthology, including making connections with a thematically linked unseen poem.
- One studied Shakespeare play.

Grading:

GCSE (9-1)

There are no tiers of entry, all students sit the same examination paper.

Next steps:

Students can progress to study GCE English Literature and other subjects. If you are considering university, then English Literature is recommended for Teacher Training, History, History of Art, Politics and Religious Studies



GCSE English Literature

Skills for Success

To achieve a Grade 5, candidates will be able to:

- Develop a generally coherent and engaged response to explicit and implicit meaning of texts.
- Develop a clear understanding of the ways in which writers use language, form and structure.
- Use apt textual references to support responses.
- Use understanding of contexts to inform responses to texts.
- Make credible comparisons between texts.

To achieve a Grade 8, candidates will be able to:

- Sustain a convincing, informed personal response to explicit and implicit meanings of texts.
- Sustain a perceptive critical analysis of the ways in which writers use language, form and structure.
- Use judicious and well-integrated textual references to develop personal responses.
- Show perceptive understanding of how contexts shape texts and responses to texts.
- Make illuminating comparisons between texts.

To achieve a Grade 2, candidates will be able to:

- Make straightforward comments about explicit meaning of texts.
- Describe straightforward aspects of language, form or structure.
- Make general references to obvious details of texts.
- Show awareness that texts are related to contexts.
- Make basic links between texts.



GCSE English Literature

Year Eleven Overview

All of the following resources, together with additional resources and lesson work, notes and board screenshots, can also be found in Mrs Margesson's Teams Class Notebook: **English - Year 11 - 23-24 - EM**

Supporting Macbeth study:

We have looked closely as a class at the examination question formats for this question. Past papers showing these can be found on the below OCR English Literature web page:

[English Literature
\(9-1\) - J352](#)

Choose 'Shakespeare' papers and scroll down to the Macbeth questions.

Get used to the different context and straight essay question formats - to answer fully, reference must be made to three different moments in the play, whether answering the context or straight essay format. When responding to a question, ask 'which three moments in the play shall I choose?', then 'which quotations should I use?' and 'what writing techniques are used to make these quotations come alive for the audience?'

Learn quotations off by heart. These should be short and memorable. Sets of quotations are available in Quizlet (such as the one linked here) which gives a prompt on the front and the rest of the quotation on the back.

[Quizlet](#)

Use short videos to explore details around events, themes and characters using GCSEPod (the below link should take you to the Macbeth page) or Course Hero - make notes or flashcards as you go along.

[GCSE Pod](#)

[Course Hero](#)

Become familiar with the historical contexts of the first performance of Macbeth:

- King James I and witchcraft
- The Chain of Being
- Gender in Shakespearean times
- The Globe theatre



GCSE English Literature

Supporting Resources

All of the following resources, together with additional resources and lesson work, notes and board screenshots, can also be found in Mrs Margesson's Teams Class Notebook: **English - Year 11 - 23-24 - EM.**

Though this set of resources is designed to support work for the Michaelmas 1 term- the broad intention being to shift focus to 'An Inspector Calls' after the mid-term break - it may be necessary to extend our study of poetry into the opening weeks of the Michaelmas 2 term.

Supporting Poetry study:

We are making good progress on working through the 'CONFLICT' section of the OCR Poetry Anthology (students will receive a hard copy of the text):

[Poetry Anthology.](#)

If you have a spare 5 minutes, an excellent way of consolidating your son's understanding of the selected poems is to ask them (an 'ambush' approach is best!) to explain in 2-3 minutes what one of the poems is about.

We have also started looking closely as a class at the examination question formats for this question. Past papers showing these can be found at:

[English Literature
\(9-1\) - J352](#)

Choose 'Poetry' papers and make sure you target questions about the 'CONFLICT' section.



Core Subjects

GCSE Mathematics

Subject Specification

GCSE Mathematics

EDEXCEL

1MA1

Why study Mathematics?

Studying Mathematics helps us to find patterns and structure in our lives. Practically, it helps us to put a price on things, create graphics, build websites, or skyscrapers, and generally to understand how things work or predict how they might change over time and under different conditions. The EDEXCEL specification encourages pupils to develop confidence in, and a positive attitude towards Mathematics, and to recognise its importance in both their own lives and to society. It also provides a strong foundation for pupils who wish to study at a higher level, post-16.

Course description:

Pupils will learn to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Examination assessment information:

A three-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

Students are entered for either Foundation tier (papers 1-3) or Higher tier (4-6):

- Paper 1 or 4 (33.3%) – Written paper (1h 30m), 80 marks. Calculator NOT permitted.
- Paper 2 or 5 (33.3%) – Written paper (1h 30m), 80 marks. Calculator permitted.
- Paper 3 or 6 (33.3%) – Written paper (1h 30m), 80 marks. Calculator permitted.

Grading:

GCSE (9-1)
Foundation tier (Grades 5-1). Higher tier (Grades 9-3).

Next steps:

Most universities and employers want at least Grade 4 in Mathematics at GCSE, so students must keep on studying until they achieve this. A good grade will also be needed to study at GCE A-level. Beyond that, career possibilities are endless. With a degree in Mathematics you can go into: accounting, medicine, engineering, forensic pathology, finance, business, teaching, IT, games development, scientific research, programming, design and construction to name but a few.



GCSE Mathematics

Skills for Success

To achieve a Grade 5, candidates will be able to:

- Perform routine single-step and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.
- Interpret and communicate information effectively.
- Make deductions, inferences and draw conclusions.
- Construct chains of reasoning, including arguments.
- Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics.
- Interpret results in the context of the given problem.
- Evaluate methods and results.

To achieve a Grade 2, candidates will be able to:

- Solve problems by translating simple mathematical and non-mathematical problems into mathematical processes.
- Provide basic evaluation of methods or results.
- Interpret results in the context of the given problem.

To achieve a Grade 8, candidates will be able to:

- Perform procedures accurately.
- Interpret and communicate complex information accurately.
- Make deductions and inferences and draw conclusions.
- Construct substantial chains of reasoning, including convincing arguments and formal proofs.
- Generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes.
- Make and use connections, which may not be immediately obvious, between different parts of mathematics.
- Interpret results in the context of the given problem.

To achieve a Grade 2, candidates will be able to:

- Recall and use notation, terminology, facts and definitions: perform routine procedures, including some multi-step procedures.
- Interpret and communicate basic information: make deductions and use reasoning to obtain results.



GCSE Mathematics

Year Ten overview

The Foundation Level topics covered in Year Ten are:

Graphs
Transformations
Ratio and proportion
Right-angled triangles
Probability
Multiplicative reasoning
Construction, loci and bearings
Quadratic equations and graphs
Perimeter, area and volume

The Higher Level topics covered in Year Ten are:

Equations and inequalities
Probability
Multiplicative reasoning
Similarity and congruence
Trigonometry
Statistics
Equations and graphs
Circle theorems
Algebra



GCSE Mathematics

Year Eleven Michaelmas term

Year Eleven - Foundation Level

During the first term we will be covering the Unit 18 Fractions, indices and standard form and Unit 19 Congruence, similarity and vectors.

Unit 18 Fractions, indices and standard form

This comprises: Vectors and vector notation, Vector arithmetic, More vector arithmetic, Parallel vectors and collinear points and Solving geometric problems.

Unit 19 Congruence, similarity and vectors

This comprises: Similarity and enlargement, More similarity, Using similarity, Congruence 1, Congruence 2, Vectors 1, and Vectors 2.

Any additional support required for this topic can be found on:

[BBC Bitesize](#)



Practice questions to help build knowledge can be found on:

[Seneca](#)



Short videos and questions on a school resource which your son has access to:

[GCSE Pod](#)



GCSE Mathematics

Year Eleven Michaelmas term

Year Eleven - Higher Level

During the first term we will be covering the Unit 18 Vectors and geometric Proof and the final unit Proportion and graphs.

Vectors and Geometric Proof

This comprises: Vectors and vector notation, Vector arithmetic, More vector arithmetic, Parallel vectors and collinear points and Solving geometric problems.

Proportion and Graphs

This comprises: Direct proportion, More direct proportion, Inverse proportion, Exponential functions, Non-Linear graphs, Translating graphs of functions and Reflecting and stretching graphs of functions.

Any additional support required for this topic can be found on:

[BBC Bitesize](#)



Practice questions to help build knowledge can be found on:

[Seneca](#)



Short videos and questions on a school resource which your son has access to:

[GCSE Pod](#)



Core Subjects

GCSE Combined Science

Subject Specification

GCSE Combined Science - Trilogy

AQA

8464

Why study Combined Science?

GCSE Combined Science Trilogy is a double award which means it is worth two full GCSE qualifications. The three sciences, Biology, Chemistry and Physics, are taught by subject specialists in separate strands. The course designed to develop curiosity about the natural world, insight into how science works, and appreciation of how science affects our everyday lives.

Course description:

Pupils will learn to:

- Develop scientific knowledge understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments.
- Develop an ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

All papers are written papers - 1hr 15m long, 70 marks, and 16.7% of final result.

Biology: Paper 1: *Cell Biology; Organisation; Infection and response; Biogenetics.*
Paper 2: *Homeostasis and response, Inheritance, variation and evolution; Ecology.*
Chemistry: Paper 1: *Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes.*
Paper 2: *The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.*
Physics: Paper 1: *Energy; Electricity; Particle model of matter; Atomic structure.*
Paper 2: *Forces; Waves; Magnetism and electromagnetism.*

Grading:

GCSE (9-1). Foundation tier (Grades 5-1). Higher tier (Grades 9-4).
Please note grading is different to other GCSE courses to comprise two grades (e.g. 6-5 or 5-5).

Next steps:

Achievement at GCSE provides a foundation for GCE A levels in Physics, Chemistry and Biology, Btec level 3 in Applied Science or qualifications in other subjects like Psychology and Sports Science. Potential career opportunities are listed on the single science pages.



GCSE Combined Science

Overview

All topics have some foundation and some higher content. Your son will be directed to the tier that is most suitable for him.

Topics taught in Year Nine are revisited as part of revision programmes in the Lent term.

Content for Biology Paper 1

Cell Biology; Organisation; Infection and response; and Bioenergetics

Content for Biology Paper 2

Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Content for Chemistry paper 1

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Content for Chemistry paper 2

The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Content for Physics paper 1

Energy; Electricity; Particle model of matter; and Atomic structure.

Content for Physics paper 2

Forces; Waves; and Magnetism and electromagnetism.



GCSE Combined Science

Biology Overview

The Combined Science Biology topics covered in Year Nine are:

- **B1** – Cell structure and transport
- **B3** - Organisation and the digestive system
- **B4** - Organising animals and plants (Human section only)
- **B9** – Respiration
- **B5** - Communicable diseases
- **B6** – Preventing and treating disease
- **B7** – Non-communicable disease
- **B4** – Organising plants and animals (Plant section only)
- **B8** – Photosynthesis

The topics covered in Year Ten are:

- **B10** – The human nervous system
- **B11** – Hormonal response
- **B2** - Cell division
- **B12** – Reproduction
- **B13** – Variation and evolution
- **B14** - Genetics and Evolution
- **B16** – Organising an ecosystem
- **B15** - Adaptations, interdependence and competition

The topics covered in Year Eleven are:

- **B15** - Adaptations, interdependence and competition (continued)
- **B16** – Organising an Ecosystem (energy flow and material cycles)
- **B17** – Biodiversity and ecosystems



GCSE Combined Science

Chemistry Overview

The Combined Science Chemistry topics covered in Year Ten are:

- **C1** - Atomic structure
- **C2** - The periodic table
- **C3** - Structure and Bonding
- **C4** - Chemical calculations
- **C5** - Chemical changes
- **C6** - Electrolysis

The topics covered in Year Eleven are:

- **C7** - Energy changes
- **C8** – Rates and equilibrium
- **C9** – Crude oil and fuels
- **C10** – Chemical analysis
- **C11** - The Earth's atmosphere
- **C12** - The Earth's resources



GCSE Combined Science

Physics Overview

The Combined Science Physics topics covered in Year Nine are:

- **P1** – Conservation and dissipation of energy
- **P2** – Energy transfer by heating (not including specific heat capacity)
- **P3** – Energy resources

The topics covered in Year Ten are:

- **P8** - Forces in the balance
- **P9** - Motion
- **P10** - Forces and Motion
- **P11** – Wave properties
- **P12** – Electromagnetic wave
- **P13** - Electromagnetism

The topics covered in Year Eleven are:

- **P6** - Molecules and matter
- **P4** - Electric circuits
- **P5** - Electricity in the home
- **P7** – Radioactivity
- **P2** – Energy transfer by heating – specific heat capacity



Core Subjects

GCSE Biology

Subject Specification

GCSE Biology

AQA

8461

Why study Biology?

GCSE Biology allows students to develop a good understanding of the world of living things, from how a basic cell works to the complexities of an ecosystem. This is a topic-based qualification designed to help encourage a practical and enquiring approach, helping students to develop the necessary practical skills in Biology.

Course description:

Pupils will learn to:

- Develop knowledge and understanding of Biology.
- Develop understanding of the effects of Biology on society.
- Develop understanding of the importance of scale in Biology.
- Develop understanding of the relationships between hypotheses, evidence, theories and explanations.
- Develop awareness of risk and the ability to assess potential risk in the context of potential benefits.
- Develop observational, practical, modelling, enquiry and problem-solving skills.
- Develop ability to evaluate claims using scientific methods.
- Develop skills in communication, mathematics and the use of technology in scientific contexts.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

1h 45m Written Paper 1 (50%) – *Cell biology; Organisation; Infection and responses; and Bioenergetics* (100 marks).

1h 45m Written Paper 2 (50%) – *Homeostasis and response; Inheritance, variation and evolution; and Ecology* (100 marks).

Both papers: multiple choice, structured, closed short answer and open response.

Grading:

GCSE (9-1).

Foundation tier (Grades 5-1). Higher tier (Grades 9-4).

Next steps:

Achievement at GCSE provides a foundation for study at GCE. Biology is a key subject for lots of careers, particularly in healthcare, medicine and careers involving plants or animals, including: nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy, teaching, science writing, genetics and research



Core Subjects

GCSE Single Biology (Triple)

All topics have some foundation and some higher content. Your son will be directed to the tier that is most suitable for him.

Topics taught in Year Nine are revisited as part of revision programmes in the Lent term.

Content for Paper 1:

Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Content for Paper 2:

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.



Core Subjects

GCSE Single Biology (Triple)

The Triple Biology topics covered in Year Nine are:

- **B1** – Cell structure and transport
- **B2** - Cell division
- **B3** - Organisation and the digestive system
- **B4** – Organising animals and plants (human section only)
- **B5** - Communicable diseases
- **B6** – Preventing and treating disease
- **B7** – Non-communicable disease

The topics covered in Year Ten are:

- **B10** – The human nervous system
- **B9** – Respiration
- **B11** – Hormonal response
- **B12** - Homeostasis in action
- **B13** – Reproduction
- **B14** – Variation and evolution
- **B15** - Genetics and Evolution
- **B4** – Organising plants and animal (plants only)
- **B8** - Photosynthesis

The topics covered in Year Eleven are:

- **B16** - Adaptations, interdependence and competition
- **B17** – Organising an Ecosystem
- **B18** – Biodiversity and ecosystems



Core Subjects

GCSE Chemistry

Subject Specification

GCSE Chemistry

AQA

8462

Why study Chemistry?

GCSE Chemistry gives students an insight into the chemical processes, reactions and transformations that impact on our daily lives, from the products we use to the buildings we live in, and the food we eat. The subject is making a difference in the areas of energy, waste management, reduction of plastics, the development of alternative fuel technologies, and safe water. Chemistry is central to work on reducing climate change with developments on CO₂ separation, carbon capture, and reuse.

Course description:

Pupils will learn to:

- Develop an understanding of Chemistry.
- Develop observational, practical, modelling, enquiry and problem-solving skills.
- Grasp how hypotheses, evidence, theories and explanations work together.
- Develop understanding of how Chemistry can affect society and the environment.
- Develop awareness of risk and the ability to assess and weigh risk against potential benefits.
- Develop an ability to evaluate claims using scientific methods.
- Develop skills in communication, maths and the use of technology in scientific contexts.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

1h 45m Written Paper 1 (50%) – *Atomic structure and the periodic table; Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes and Energy changes* (100 marks).

1h 45m Written Paper 2 (50%) – *The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources* (100 marks).

Both papers: multiple choice, structured, closed short answer and open response.

Grading:

GCSE (9-1).

Foundation tier (Grades 5-1). Higher tier (Grades 9-4).

Next steps:

Achievement at GCSE provides a foundation for study at GCE. Chemistry is an important subject for careers in medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy, space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, climate change, software development, research and veterinary studies.



Core Subjects

GCSE Single Chemistry (Triple)

All topics have some foundation and some higher content. Your son will be directed to the tier that is most suitable for him.

Topics taught in Year Nine are revisited as part of revision programmes in the Lent term.

Content for Paper 1:

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Content for Paper 2:

The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.



Core Subjects

GCSE Single Chemistry (Triple)

The Chemistry topics covered in Year Ten are:

- **C1** - Atomic structure
- **C2** - The periodic table
- **C3** - Structure and Bonding
- **C4** - Chemical calculations
- **C5** - Chemical changes
- **C6** - Electrolysis

The Chemistry topics covered in Year Eleven are:

- **C7** - Energy changes
- **C8** - Rates and equilibrium
- **C9** - Crude oil and fuels
- **C10** - Organic reactions
- **C11** - Polymers
- **C12** - Chemical analysis
- **C13** - The Earth's atmosphere
- **C14** - The Earth's resources
- **C15** - Using our resources



Core Subjects

GCSE Physics

Subject Specification

GCSE Physics

AQA

8463

Why study Physics?

GCSE Physics gives students an insight into how the fundamental quantities of length, mass, charge and time make the world around them function. The subject affects all areas of our lives and develops our understanding of the Universe. Physics is increasing our knowledge of the first moments of the Big Bang, making discoveries like dark matter, modelling the effect of climate change and solving problems in developing alternative energy sources.

Course description:

Pupils will learn to:

- Develop an understanding of how physics can affect society and the environment.
- Grasp of how hypotheses, evidence, theories and explanations work together.
- Develop an awareness of risk and the ability to assess and weigh risk against potential benefits.
- Develop observational, practical, modelling, enquiry and problem-solving skills.
- Develop an ability to evaluate claims using scientific methods.
- Develop skills in communication, Maths and the use of technology in scientific contexts.

Examination assessment information:

A two-year course examined at the end of Year 11. School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.

1h 45m Written Paper 1 (50%) – *Electricity; Particle model of matter, and Atomic structures* (100 marks).

1h 45m Written Paper 2 (50%) – *Waves; Magnetism and electromagnetism; and Space physics* (100 marks).

Both papers: multiple choice, structured, closed short answer and open response.

Grading:

GCSE (9-1).

Foundation tier (Grades 5-1). Higher tier (Grades 9-4).

Next steps:

Achievement at GCSE provides a foundation for study at A level. Physics is a gateway to a diverse set of careers as employers value the skills learnt in applied mathematics, analytics and problem solving. Possible pathways include astronomy, clinical science, medical physics, geophysics, Artificial Intelligence, robotics, climate change, sustainability, green energy, nuclear industry, financial sector, app developer, law, software engineer and communications.



Core Subjects

GCSE Single Physics (Triple)

All topics have some foundation and some higher content. Your son will be directed to the tier that is most suitable for him.

Topics taught in Year Nine are revisited as part of revision programmes in the Lent term.

Content for Paper 1:

Energy; Electricity; Particle model of matter; and Atomic structure.

Content for Paper 2:

Forces; Waves; Magnetism and electromagnetism; and Space Physics.



Core Subjects

GCSE Single Physics (Triple)

The Triple Physics topics covered in Year Nine are:

- **P1** – Conservation and dissipation of energy
- **P2** – Energy transfer by heating (not including specific heat capacity)
- **P3** – Energy resources

The topics covered in Year Ten are:

- **P8** - Forces in the balance
- **P9** - Motion
- **P10** - Forces and Motion
- **P11** – Forces and pressure
- **P12** – Wave properties
- **P13** – Electromagnetic waves
- **P14** - Light

The topics covered in Year Eleven are:

- **P6** - Molecules and matter
- **P15** - Electromagnetism
- **P16** - Space
- **P4** - Electric circuits
- **P5** - Electricity in the home
- **P7** – Radioactivity
- **P2** – Energy transfer by heating – specific heat capacity



GCSE Science

Revision Materials

Knowledge organisers have been supplied during the Michaelmas term. Equation sheets will be given in the Physics papers. Below are some useful websites and resources:

[Kerboodle - Sign In](#)



Textbooks are available on this platform and it can be accessed through the student homepage via the school website.

Useful revision tool which has proved both popular and successful in the past.

[Seneca](#)



[GCSE Pod](#)



Playlists for topics are set by class teachers via Teams or students can use independently.

GCSE Combined Science (AQA Trilogy) BBC Bitesize

[BBC Bitesize](#)



YouTube

- [Cognito](#)
- [Freesciencelessons](#)
- [Doodle](#)



AQA revision guides:

Science revisions guides can be purchased via the below links:

Combined Science

[Foundation Revision Guide](#)



[Higher Revision Guide](#)



[Physics Revision Guide](#)



[Biology Revision Guide](#)



[Chemistry Revision Guide](#)



GCSE Science (single)

Skills for Success

To achieve a Grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology.
- Use appropriate mathematical skills to perform multi-step calculations.
- Analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence.
- Evaluate methodologies to suggest improvements to experimental methods, and comment on scientific conclusions.

To achieve a Grade 8, candidates will be able to:

- Demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology.
- Use a range of mathematical skills to perform complex scientific calculations.
- Critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions.
- Critically evaluate and refine methodologies, and judge the validity of scientific conclusions.

To achieve a Grade 2, candidates will be able to:

- Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology.
- Perform basic calculations.

To achieve a Grade 2, candidates will be able to:

- Draw simple conclusions from qualitative or quantitative data.
- Make basic comment relating to experimental methods.



Core Subjects

BTEC Level 2 Science

Subject Specification

BTEC L2 Science

Pearson Edexcel

JDJ81

Why study BTEC Science?

Vocational approach to Science, which provides an engaging introduction to applied science principles. The knowledge, understanding and practical skills which make up this qualification reflect the needs of employers and higher and further education professionals. It presents knowledge, skills and understanding in a meaningful work-related context, to allow learners to understand theory and application.

Course description:

Pupils will learn to:

- Develop scientific principles in vocational contexts, leading to an understanding of how those principles are applied in practice.
- Give learners the opportunity to gain a broad understanding and knowledge of science principles and practice.
- Develop a range of related skills and techniques that are essential for successful performance in working life.

Examination assessment information:

A two-year course completed at the end of Year 11. *As unit assessment takes place throughout the course, this BTEC qualification is included in the Y11 assessment programme.*

For BTEC Science all units are mandatory.

- 25% is externally assessed based on a unit called Principles of Science, where the exam board sets and marks the assessment.
- The remainder is internally assessed allowing feedback on progress throughout the course based on assignments and practical work. Chemistry and our earth; Energy and our universe; Biology and our environment.

Grading:

Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 supports progression into a more specialised Level 3 vocational or academic course or into an apprenticeship or potential employment within a wide range of science sectors such as process, industrial, medical, or forensic. Note that BTEC Level 2 does not provide a direct pathway to A level Sciences.



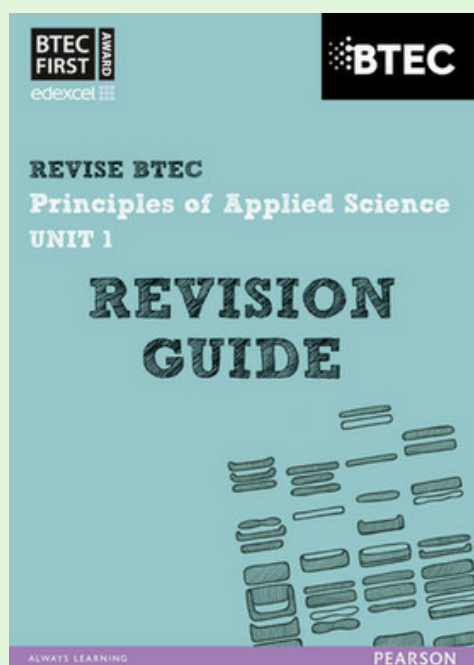
BTEC Science

Overview

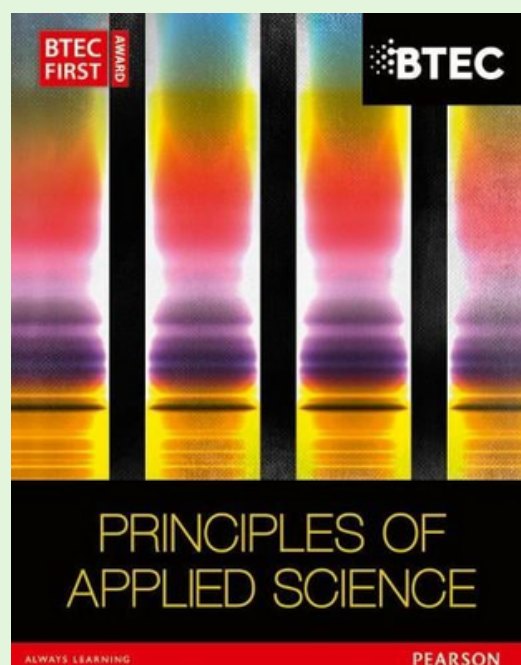
Unit 1 is taught in Michelmas term with the examination due to be sat on 6th February 2025. There is an opportunity to re-sit on 21st May 2025.

The content is available to revise in the textbooks that the boys have been supplied with:

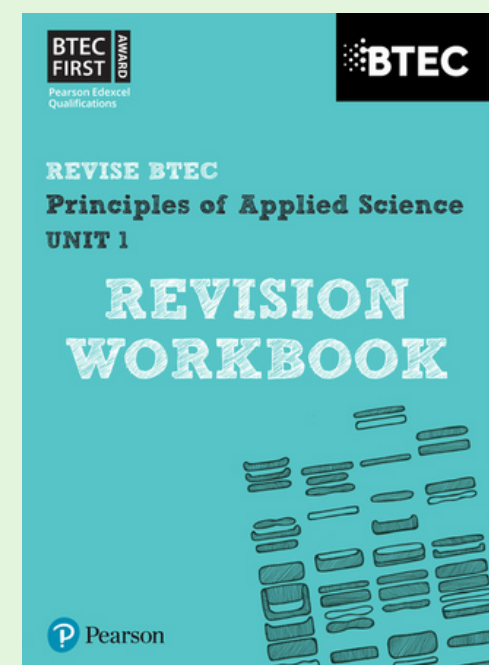
[Revision Guide](#)



[Principles of Applied Science](#)



[Revision Workbook](#)



We will also supply past papers in a pack for the boys to work through both in school and at home nearer the date of the examination. (Note: past papers available online often printout with red lines across them, making them impossible to use). These are also on Teams.

The boys will sit a mock assessment in November as part of their preparation.



BTEC Science

Overview

The topics taught in BTEC Science are:

Biology

- Specialised cells
- Organs and organ systems
- DNA and chromosomes
- Monohybrid inheritance
- Studying inheritance patterns
- Homeostasis
- How nerves carry information
- Two examples of homeostasis
- Exam practice

Chemistry

- Atomic structure
- Isotopes and relative atomic mass
- The Periodic Table
- Electronic configurations
- Elements, compounds and mixtures
- Equations for neutralisation reactions
- Acids and metals
- Acids and carbonates
- Hazards fo acids and bases
- Exam practice

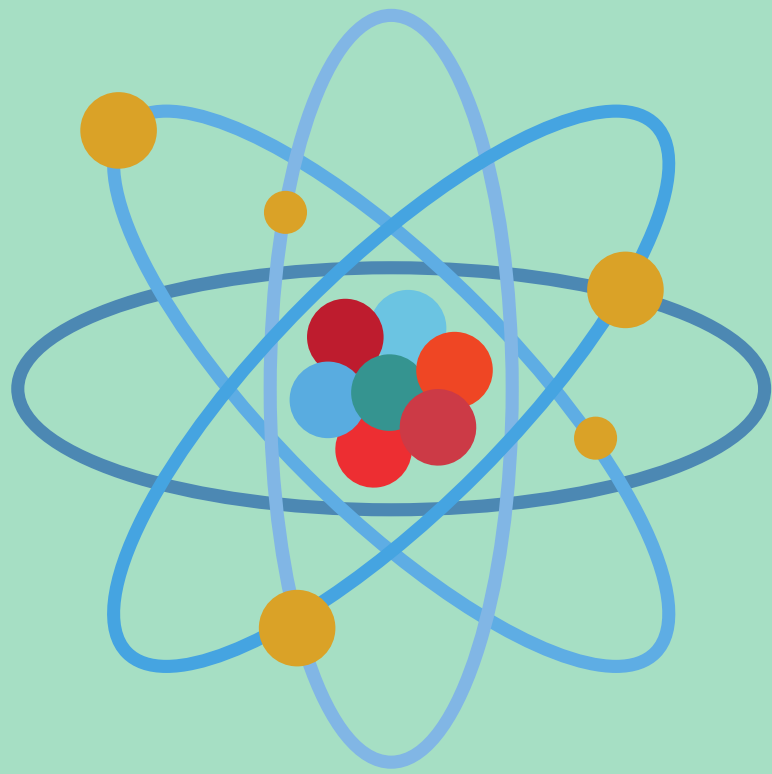
Physics

- Energy and its use
- Energy transformations and transfers
- Thermal energy transfer
- Measuring energy
- Energy for everything
- Sources of renewable energy
- Wave characteristics
- Electromagnetic spectrum and uses
- Exam Practice



BTEC Science

Skills for Success



To achieve a Level 2 Pass, candidates will be able to:

- Identity
- Recall
- Explain
- Describe
- Compare
- Basic Knowledge
- Limited application

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

**Level 2
Distinction**

**Level 2
Merit**

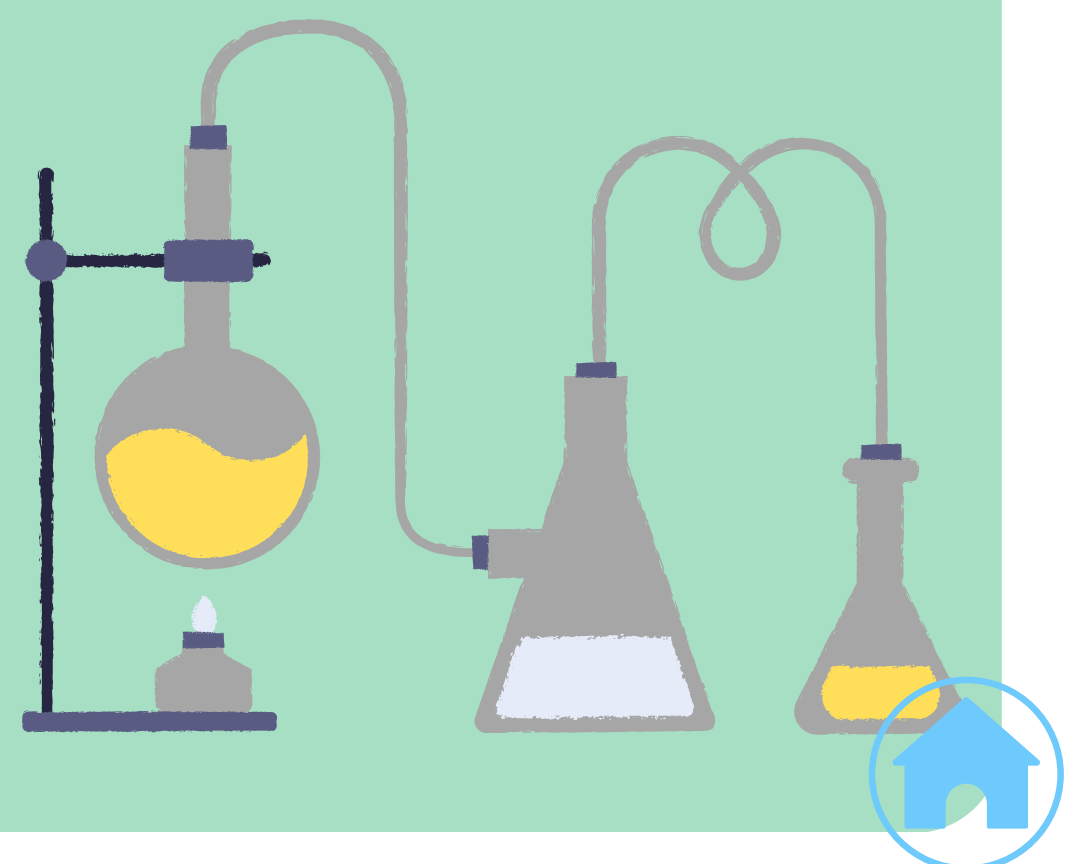
**Level 2
Pass**



Level 1

To achieve a Level 2 Distinction, candidates will be able to:

- Comprehensive
- Analyse application
- Evaluate
- Assess
- Prepare
- Deliver
- High level of knowledge





BTEC and GCSE Option Subjects

Non-Core Subjects

BTEC Enterprise

Subject Specification

L1/2 Tech Award

Pearson Edexcel

603/7063/4

Why study Enterprise?

The BTEC Tech Award provides learners with the opportunity to acquire sector-specific applied knowledge and practices through vocational contexts by studying enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance. Learners develop their transferable skills such as, researching, planning, making decisions and judgements, and financial literacy. The course is designed to provide an engaging and stimulating introduction to enterprise, enabling both progression to further study and leading to a route into employment in areas such as marketing, finance, customer service and human resources.

Course description:

Pupils will:

- Explore different enterprises to develop their knowledge and understanding of characteristics of enterprises and the skills needed by entrepreneurs to be successful;
- Explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises;
- Generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget;
- Individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements;
- Explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market;
- Complete financial documents and statements, exploring how to monitor and improve performance.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:
Component 1: Exploring Enterprises – Internally Assessed
Component 2: Planning and Presenting a Micro-Enterprise Idea – Internally Assessed
Component 3: Marketing and Finance for Enterprise – Externally Assessed

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Grading:

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 in Business or Apprenticeships.

Possible careers in Business:

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. Possible career paths in business are very varied and exciting from accounting, marketing, finance to management positions in any business.

Resources are available on the specific BTEC Team to help complete individual assignments as appropriate



BTEC Enterprise

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge in familiar situations.
- Interpret information to select and apply knowledge of the business and their work.
- Define and communicate key aspects of the business.
- Relate knowledge of the business and how the services work in vocational and realistic situations, making some decisions about valid applications and impact.
- Select appropriate actions that the business would take in simple and familiar contexts.

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

**Level 2
Distinction**

**Level 2
Merit**

**Level 2
Pass**



Level 1

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise learning to make connections between principles, such as concepts of accountability.
- Apply understanding of sometimes complex contexts.
- Make effective judgements, based on analysis of given information, to recommend solutions, assess consequences and suggest actions.
- Compare methods and approaches used by different business sector organisations, and they are able to evaluate alternatives against defined criteria.



Non-Core Subjects

BTEC Digital Information Technology (DIT)

Subject Specification

BTEC L1/2 DIT

Pearson Edexcel

BHGV5

Why study DIT?

A two-year course designed to provide an engaging and stimulating introduction to studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection. It will give a broad understanding and knowledge of the Information Technology sector and some aspects of creative industries.

Course description:

Pupils will learn to:

- Develop key skills that prove aptitude in digital information technology - project planning, designing and creating user interfaces, creating dashboards to present/interpret data.
- Understand processes that underpin effective ways of working in DIT - project planning, the iterative design process, cyber security, virtual teams, legal/ethical codes of conduct.
- Develop attitudes considered most important in DIT, including personal management and communication.
- Understand the knowledge that underpins effective use of skills, process and attitudes in the sector - how different user interfaces meet user needs, how organisations collect/ use data to make decisions, virtual workplaces, cyber security and legal/ethical issues.

Examination assessment information:

A two-year course completed at the end of Year 11. As unit assessment takes place throughout the course, this BTEC qualification is not included in the Y10 and Y11 assessment programme. Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology				
Component number	Component title	GLH	Level	How assessed
1	Exploring User Interface Design Principles and Project Planning Techniques	36	1/2	Internal
2	Collecting, Presenting and Interpreting Data	36	1/2	Internal
3	Effective Digital Working Practices	48	1/2	External Synoptic

Grading:

Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 in Computing.

Resources are available on the specific BTEC Team to help complete individual assignments as appropriate



Non-Core Subjects

GCSE Computer Science

Subject Specification

GCSE Computer Science

AQA

8525

Why study Computer Science?

GCSE Computer Science aims to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. The course also assesses computational thinking.

Course description:

Pupils will learn to:

- Understand and apply fundamental principles of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically and apply mathematical skills relevant to computer science.
- Understand components that make up digital systems, and how they communicate with one another and with other systems.
- Understand impacts of digital technology to the individual and to wider society.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Written Exam - Paper 1 (2h): Computational thinking & programming skills (50%): A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Written Exam - Paper 2 (1h 45m): Written assessment (50%): A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Grading:

9-1 – there are no tiers of entry – all students sit the same examination papers.

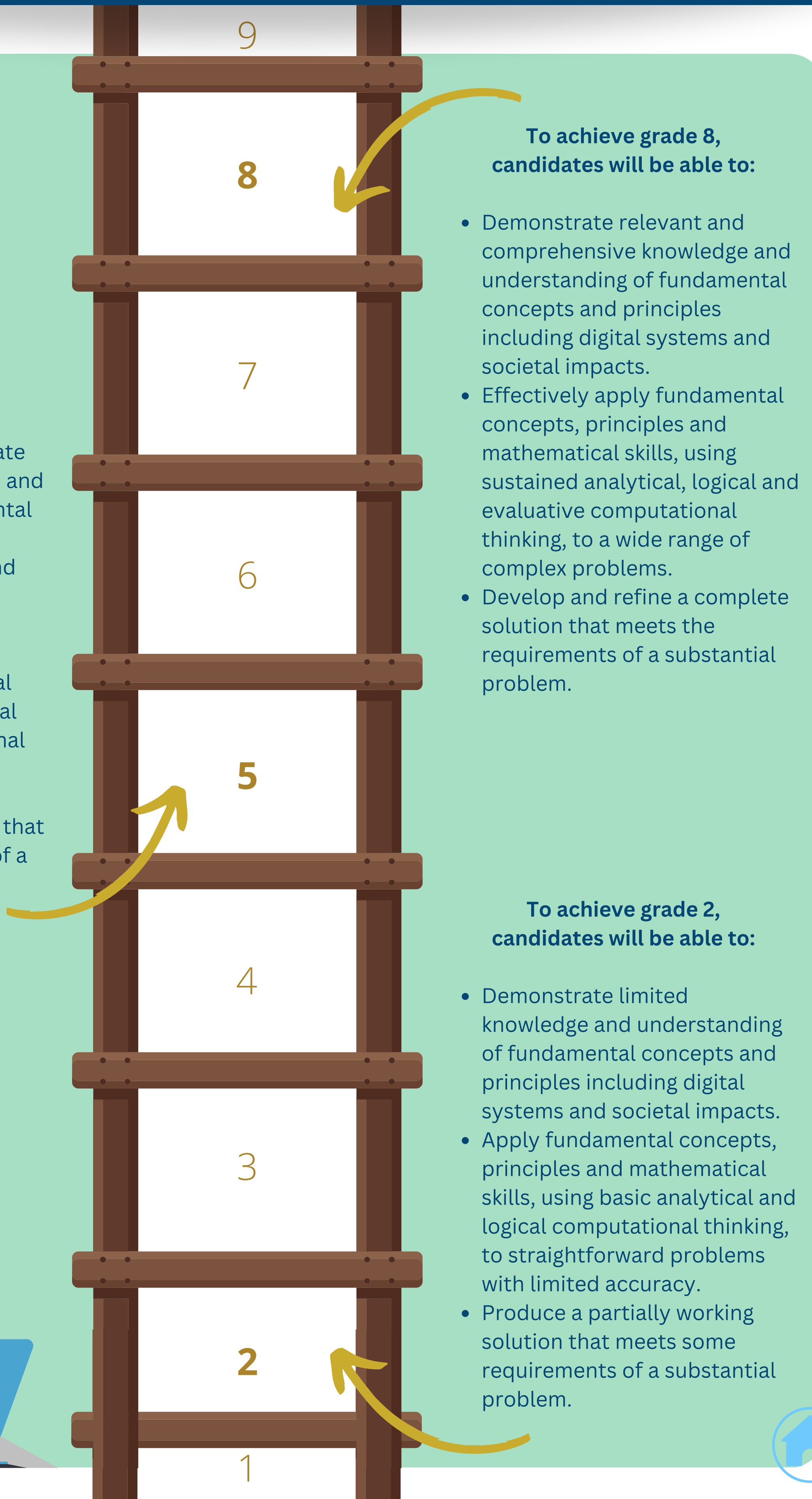
Next steps:

Students who complete this GCSE Computer Science course will be equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.



GCSE Computer Science

Skills for Success



To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.
- Appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems.
- Produce a working solution that meets most requirements of a substantial problem.

To achieve grade 8, candidates will be able to:

- Demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.
- Effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems.
- Develop and refine a complete solution that meets the requirements of a substantial problem.

To achieve grade 2, candidates will be able to:

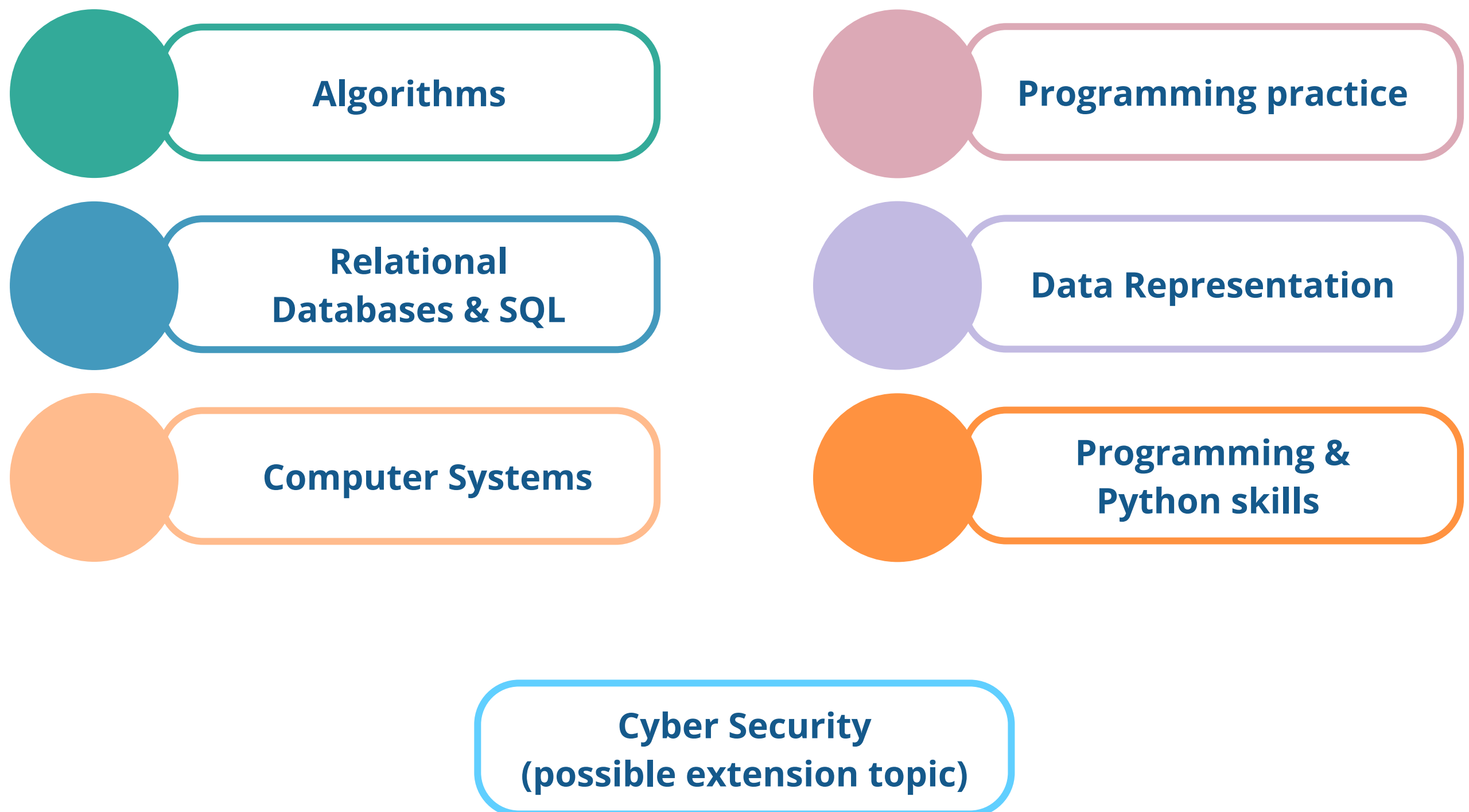
- Demonstrate limited knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts.
- Apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to straightforward problems with limited accuracy.
- Produce a partially working solution that meets some requirements of a substantial problem.



GCSE Computer Science

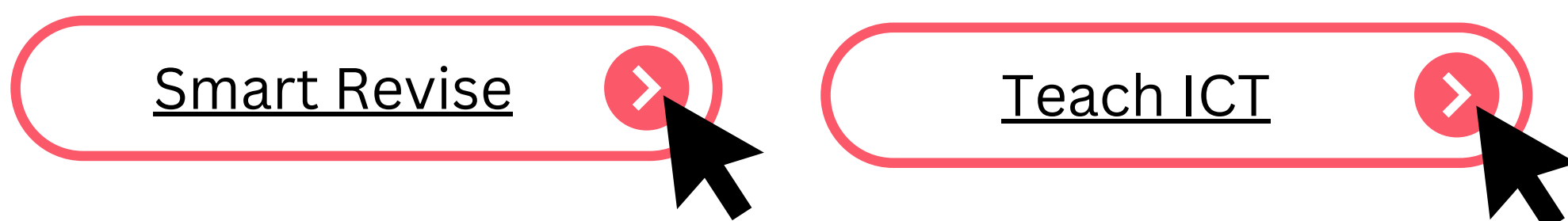
Year Ten Overview

The topics covered in Year Ten are:



Revision resources:

Students have access to textbooks at school, and are welcome to keep one until their exams are over. They have a set of notes on Teams which can be found in the Class Notebook.



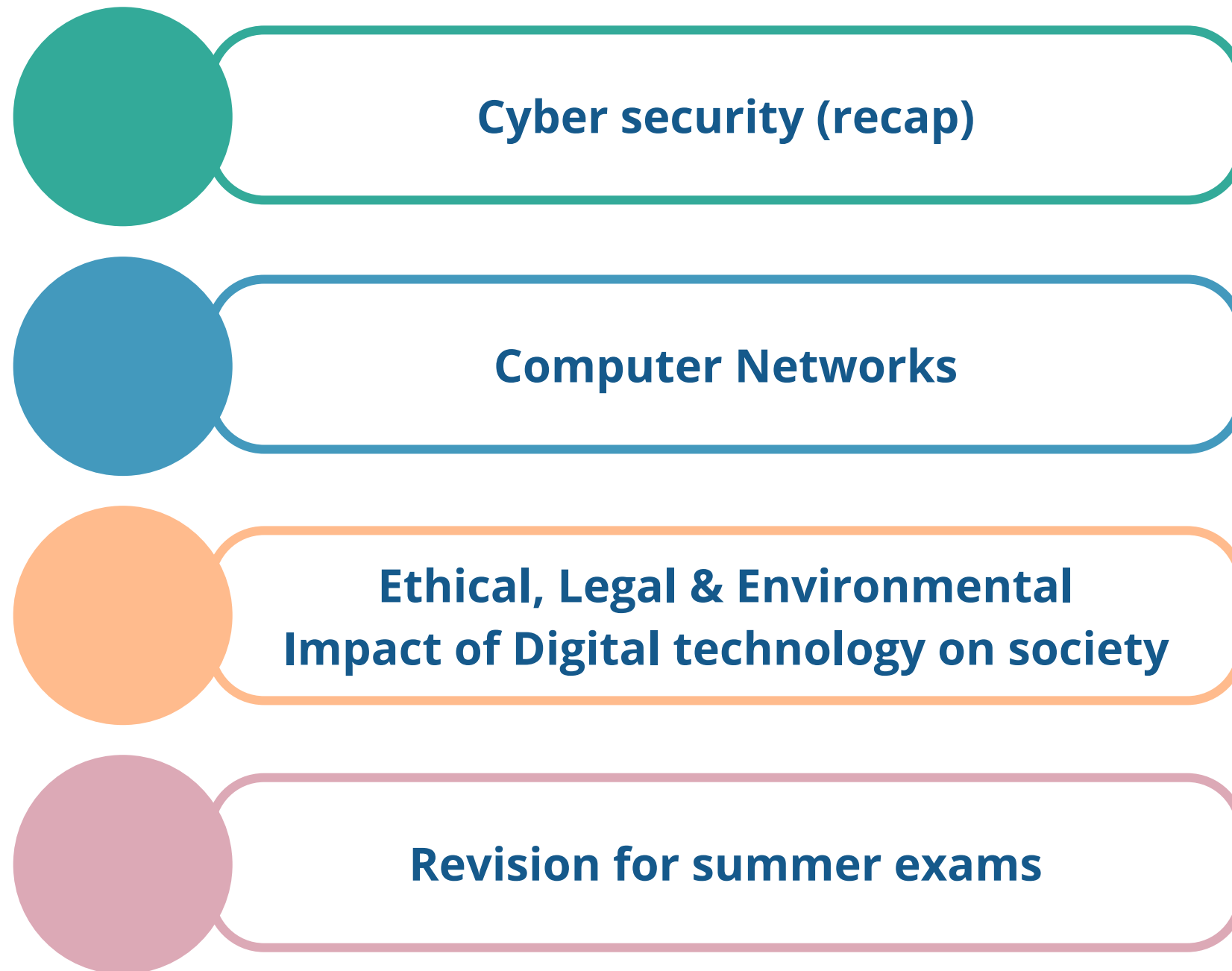
Students have been given a subscription to Smart Revise, a tool to support the course content and help students with recall. It offers retrieval quizzes, flashcards and advanced level topic questions. Other useful resources include Seneca, BBC Bitesize, and Craig n Dave videos.



GCSE Computer Science

Year Eleven Overview

The topics covered in Computer Science are:



Revision resources:

Students have been given a 'Clear Revise' revision book for this course. They are welcome to write in them, highlight text and annotate to aid them in their revision. They also have access to textbooks at school, and are welcome to keep one until their exams are over. There is a full set of past papers and marking schemes on Teams. Students also have a set of notes on Teams, in the Class Notebook.



Teach ICT covers the whole syllabus in detail, with the theory and accompanying questions and flash cards. Other useful websites include Seneca, BBC Bitesize and KnowItAllNinja.



Non-Core Subjects

BTEC Engineering

Subject Overview

BTEC Engineering	Pearson Edexcel	XGE94
Why study Engineering?	A broad-based introduction to engineering, reinforcing knowledge and practical skills that reflect the needs of employers and higher/further education professionals, presenting knowledge, skills and understanding in a meaningful work-related context, and to enable the understanding of theory and its application.	
Course description:	<p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none">• Develop a broad understanding and knowledge of the engineering sector.• Offer an understanding of engineering through the selection of optional specialist units.• Develop a range of personal skills and techniques, through the selection of optional units that are essential for successful performance in working life.	
Examination assessment information:	<p>A two-year course completed at the end of Year 11. <i>As unit assessment takes place throughout the course, this BTEC qualification is not included in the Y10 and Y11 assessment programme.</i></p> <p>Core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. Additional unit is a double unit.</p> <ul style="list-style-type: none">• 25% is externally assessed, based on a unit – The Engineered World, where the exam board sets and marks the assessment.• The remainder is internally assessed, allowing feedback on progress throughout the course based on assignment and project work case studies, workplace assessment, role play and presentations.	
Grading:	Qualification graded at Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Pass and Unclassified. Broadly equivalent to one GCSE.	
Next steps:	BTEC Level 1/Level 2 First Award in Engineering provides a good foundation for learners in post-16 education, or to entry level job roles within the sector.	

Resources are available on the specific BTEC Team to help complete individual assignments as appropriate



BTEC Engineering

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge in familiar situations including everyday use of engineering products.
- Demonstrate a sound understanding of key terms, processes, equipment and technologies.
- Interpret information in order to select and apply knowledge of engineering products, processes, materials and technologies.
- Define and communicate key aspects of engineering processes, selecting appropriate actions in more simple and familiar contexts.
- Relate knowledge of engineering and the way in which engineering relates to sustainability in vocational and realistic situations making some decisions on valid applications and impact.
- Relate the use of engineering processes and modern products to users and purposes.

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

**Level 2
Distinction**

**Level 2
Merit**

**Level 2
Pass**



Level 1

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise knowledge of engineered products, the materials used to make them and engineering processes, bringing together understanding of technologies.
- Apply understanding of engineering processes to sometimes complex contexts such as modern manufacturing techniques.
- Show depth of knowledge and development of understanding of engineering processes and technologies in different situations, being able to make effective judgements based on analysis of given information.
- Analyse engineering products, selecting appropriate materials and making recommendations about applications of processes and their environmental impact.
- Make judgements about the efficiency of manufacturing systems and potential impacts on product quality and the environment, and make recommendations on solutions, controls and future planning.
- Compare techniques, processes, products and materials to evaluate alternatives against defined criteria.



Non-Core Subjects

GCSE Design & Technology

Subject Overview

GCSE D&T

WJEC EDUQAS

C600QS

Why study Design & Technology?

Design and Technology prepares students to participate in an increasingly technological world; and be aware of wider influences on design and technology, including historical, social/cultural, environmental and economic factors, enabling them to work creatively when designing and making and apply technical and practical expertise.

Course description:

Pupils will learn to:

- Demonstrate understanding that all activity takes place within contexts that influence the outcomes of design practice and develop realistic design proposals as a result of the exploration of opportunities and users' needs, wants and values.
- Use imagination, experimentation and combine ideas when designing and develop skills to critique and refine ideas.
- Communicate ideas and decisions using different media and techniques.
- Develop decision-making skills, including planning and organisation of time and resources.
- Develop knowledge of materials, components and technologies and practical skills to develop imaginative and functional prototypes.
- Consider costs, commercial viability and marketing of products and to demonstrate safe working practices.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Component 1: Design & Technology in the 21st Century – written exam – 2 hours (50%). Assessing candidates' knowledge and understanding of technical, designing and making principles and ability to analyse and evaluate design decisions and wider issues in design and technology.

Component 2: Design and make task – non exam assessment task – approx. 35 hours (50%). Design and make task, based on a challenge set by the exam board, assessing ability to identify, investigate and outline design possibilities; design and make prototypes; analyse and evaluate design decisions and wider issues in design and technology.

Grading:

9-1 – there are no tiers of entry. All students sit the same examination papers.

Next steps:

GCSE in Design & Technology enables progression to GCE Product Design and GCE Engineering. It provides an understanding of the manufactured world and is valuable in all aspects of engineering, construction and architecture.



GCSE Design & Technology

Skills for Success

To achieve grade 5, candidates will be able to:

- Demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and some unfamiliar situations.
- Develop functioning prototypes safely and effectively applying appropriate technical skills.
- Use appropriate technical language and methods of communication, such as formal drawings and annotated sketches.
- Analyse and evaluate design decisions and outcomes to draw plausible conclusions supported by some evidence.
- Use some mathematical skills and scientific knowledge to make accurate calculations and inform choices.

To achieve grade 2, candidates will be able to:

- Demonstrate and apply basic knowledge and understanding of the principles of design and technology in familiar situations.
- Work safely applying straightforward technical skills in the production of a prototype.

To achieve grade 8, candidates will be able to:

- Demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations.
- Experiment and innovate to develop and refine fully functioning prototypes safely and effectively, applying relevant technical skills with precision.
- Effectively employ sophisticated technical language and a range of communication methods, such as schematic and exploded diagrams, and mathematical modelling.
- Critically analyse and evaluate design decisions and outcomes to draw well-evidenced conclusions.
- Use a range of mathematical skills and scientific knowledge, to make accurate calculations and inform choices.

To achieve grade 2, candidates will be able to:

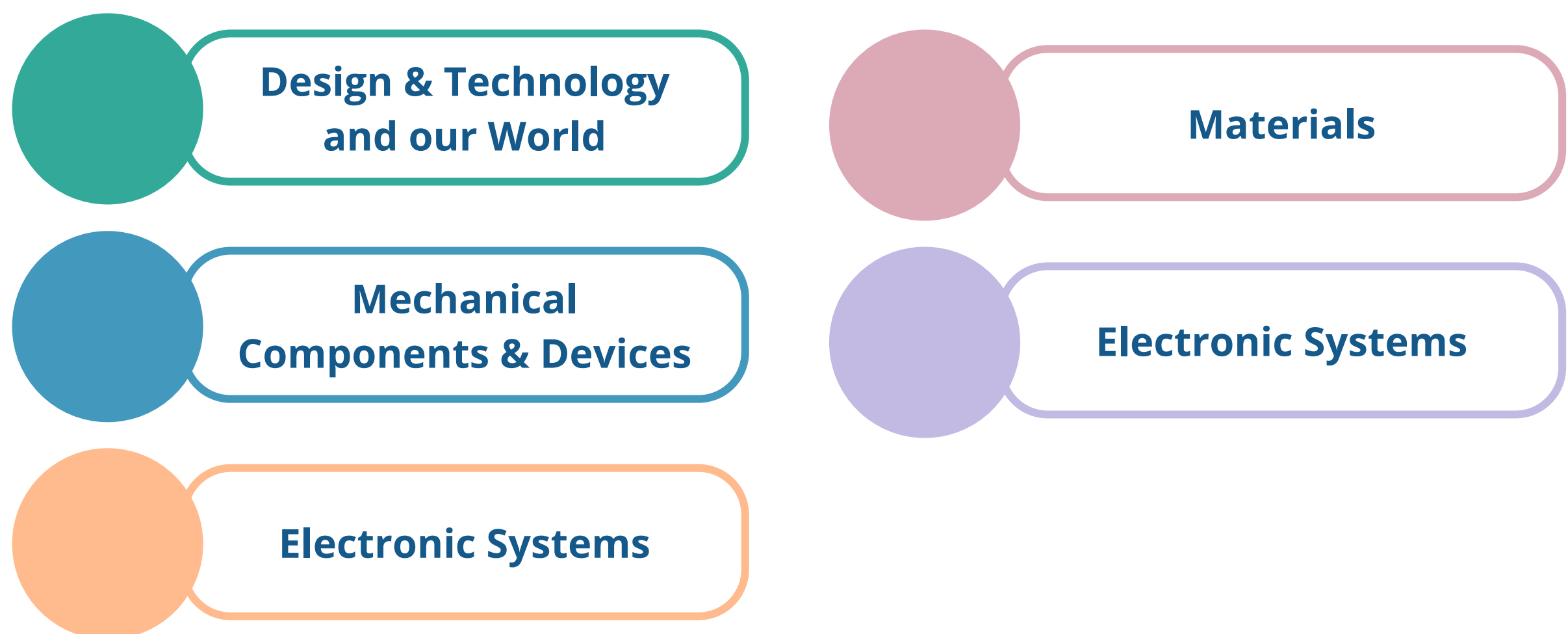
- Use everyday language, audio and visual recordings, and simple drawings or sketches to explain an idea.
- Make straightforward comments about their own work and the work of others.
- Use some simple mathematical skills and scientific knowledge to make basic calculations.



GCSE Design & Technology

Year Ten Overview

The core knowledge and understanding for Year Ten GCSE Design and Technology are:



The above is delivered through theory lessons and project-based learning. The main projects are:

1. Reverse engineering a puzzle and recreate it using CAD and CAM
2. Designing a logo
3. Creating a desk lamp using a variety of materials and manufacturing techniques.

Pupils also start NEA / coursework in the June of Year 10 ,once the exam board release the context to schools.



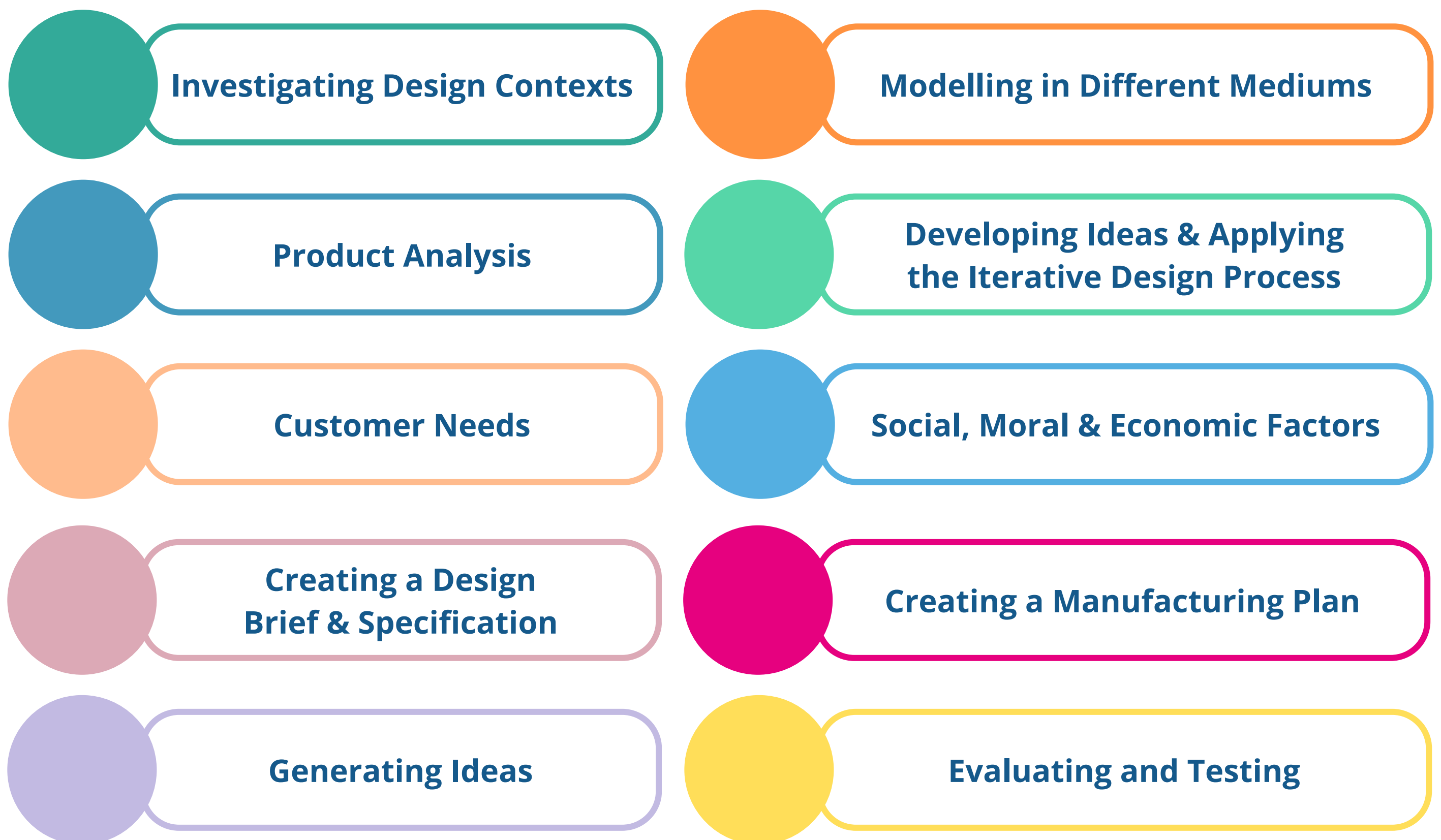
GCSE Design & Technology

Year Eleven Overview

The core knowledge and understanding for Year Eleven GCSE Design and Technology is:

Natural and Manufactured Timber

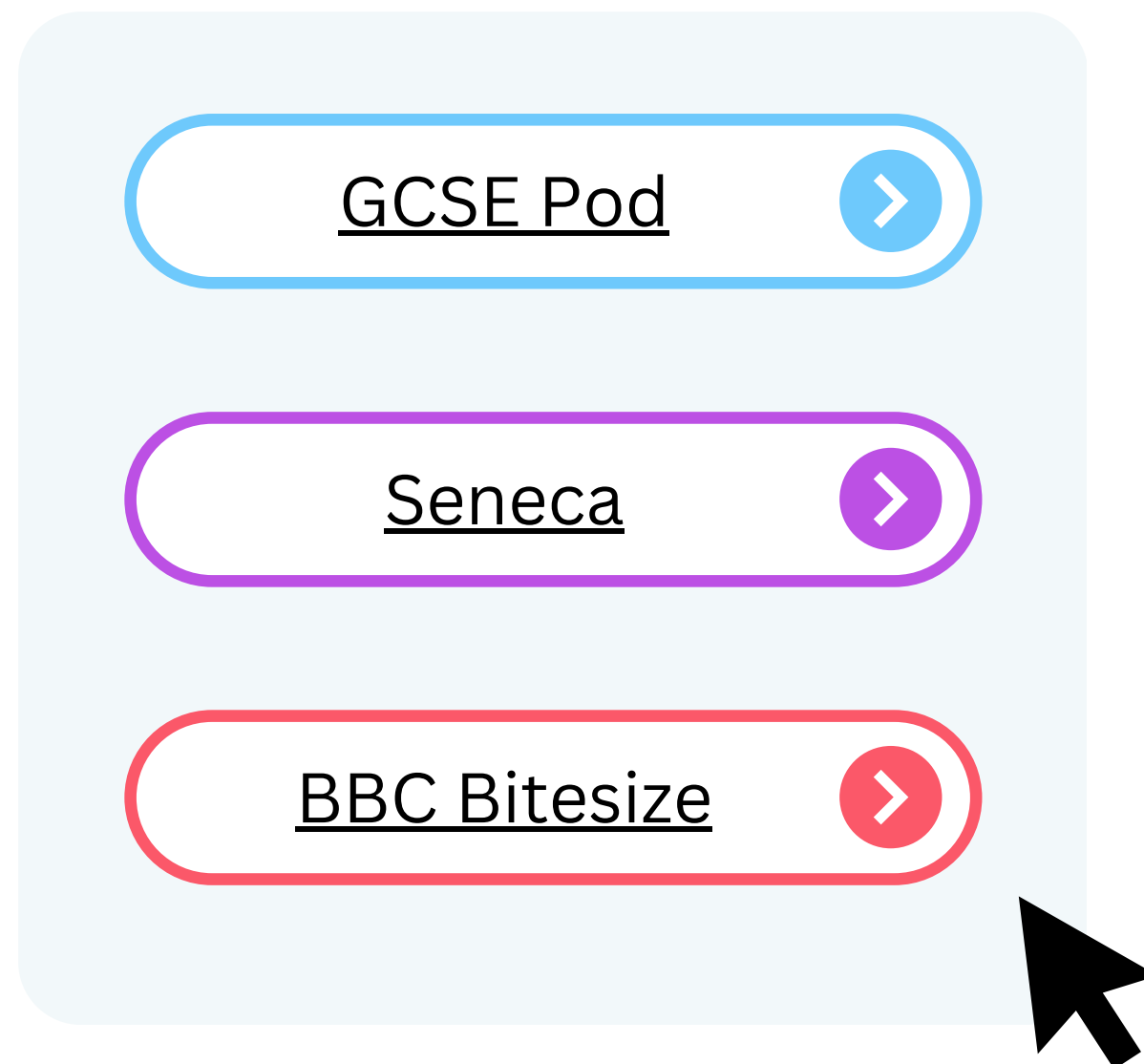
The topics covered within the NEA coursework are:



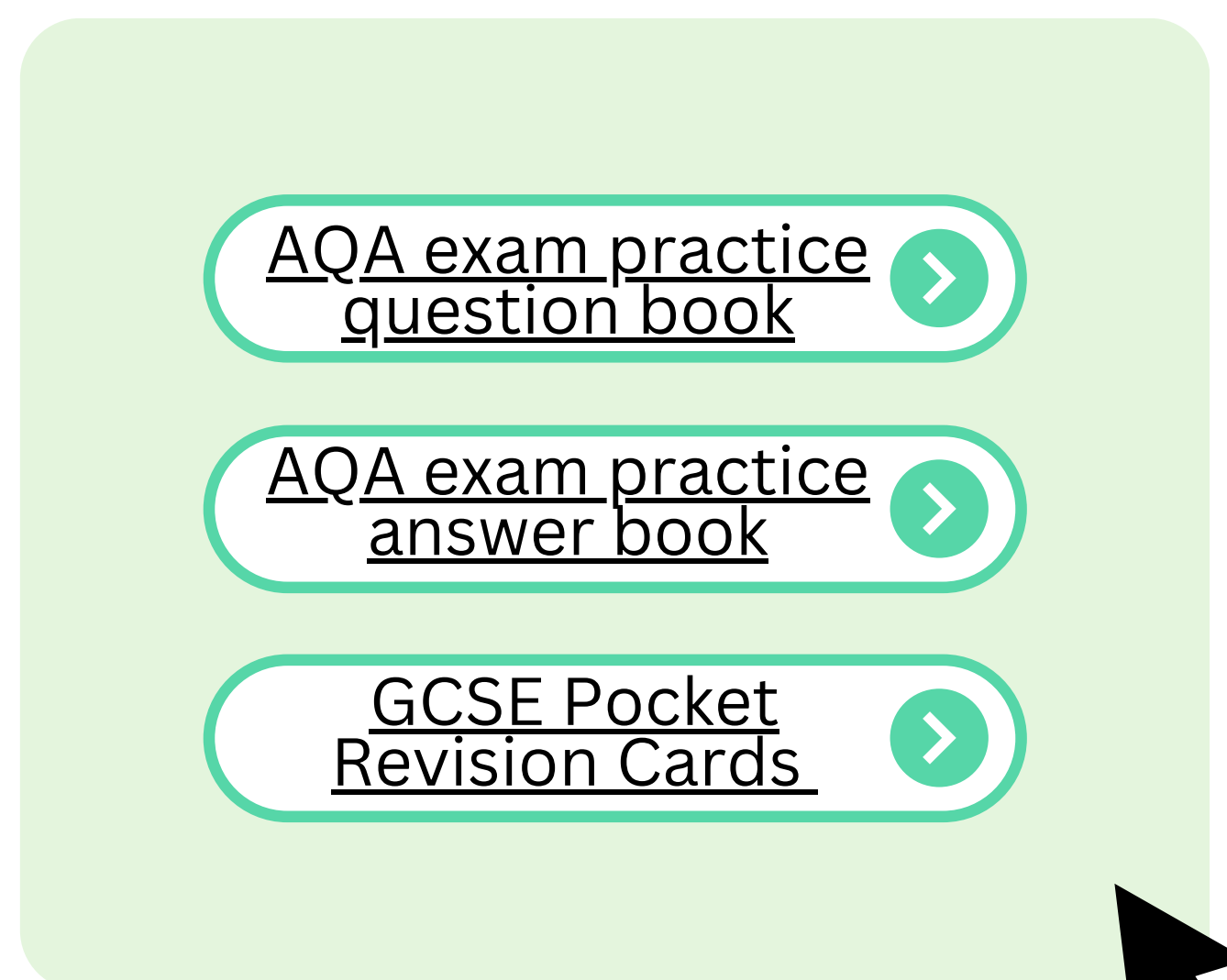
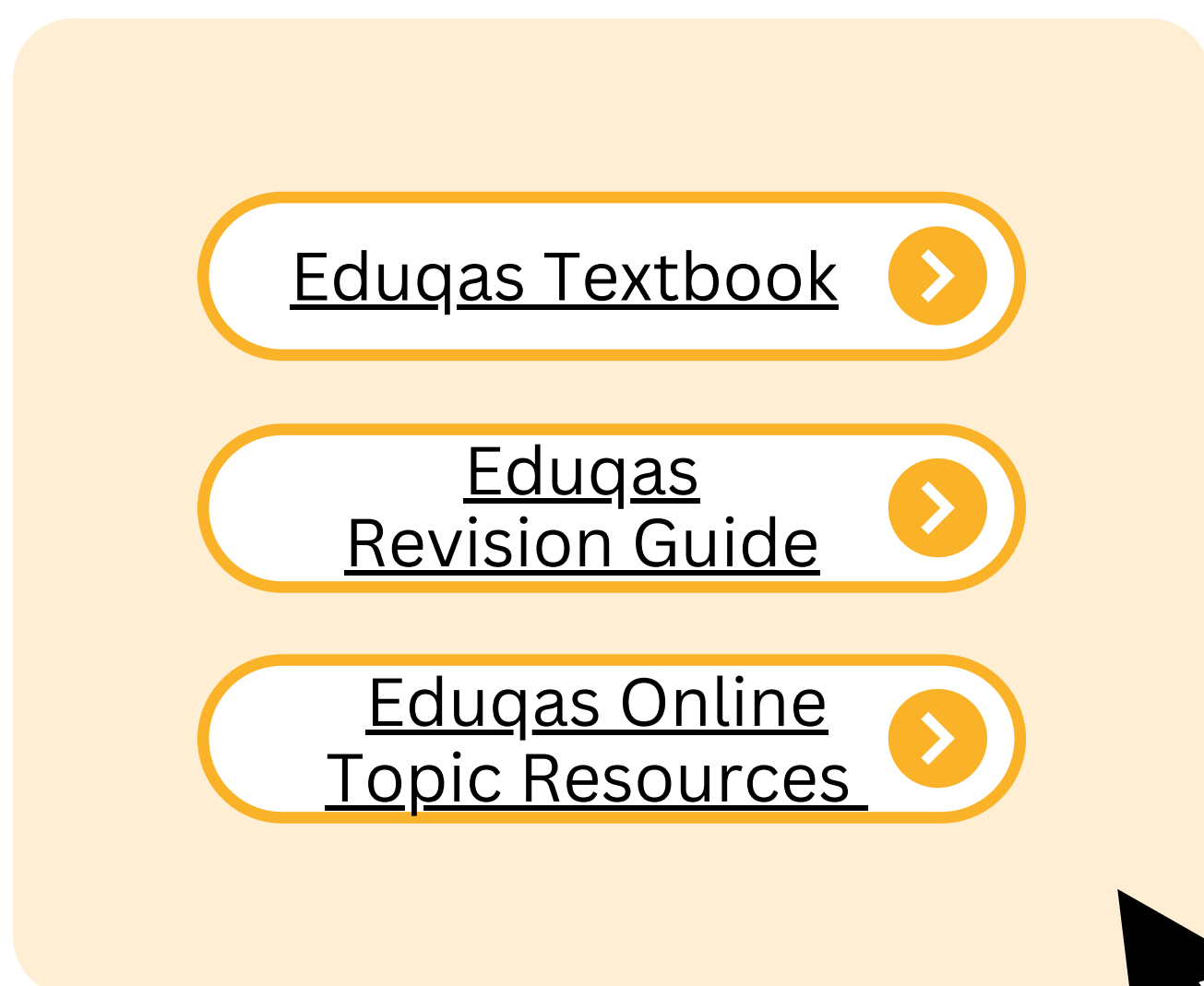
GCSE Design & Technology

Supporting resources

The below are useful websites to support learning. Some homework tasks are also set via GCSEPod:



There are various online resources and books relevant to this course which are available to purchase:



Non-Core Subjects

TQUK Design, Engineer, Construct!

Subject Overview

Design Engineer Construct! TQUK 603/1992/6

Why study DEC!?

Design, Engineer, Construct! (DEC!) – The Digital Built Environment - is a learning programme which has been developed to create and inspire the next generation of Built Environment professionals. It is associated with using Computer Aided Design (CAD) to learn about the planning process for sustainable building construction.

The course is endorsed and supported by a growing number of respected industry leaders and associations, and works with education partners to provide a well-recognised progression route into work experience, apprenticeships, further and higher education.

DEC! applies academic subjects to the latest construction industry practice resulting in young people with real-world practical experience and employability skills.

Course description:

DEC! at Level 2 is a project-based qualification aimed at increasing knowledge of professional practice in the digital Built Environment.

Pupils develop, design, deliver and evaluate a fit for purpose, functional building - highly sustainable and inclusive for use in the local community. The idea is that pupils take ownership of their project, focusing on a justifiable need for a community.

Examination assessment information:

A two-year course completed at the end of Year 11 comprising of four units on: Defining/ Developing/Delivering/Evaluating a sustainable construction project.

The qualification is assessed by a combination of an:

- Internally assessed and externally moderated portfolio (50%)
- Externally set and externally marked examination (50%)

The externally set and marked exams will take place on a date published in advance by TQUK.

Grading:

Qualification graded at A*, A, B C, Fail. Broadly equivalent to one GCSE.

Next steps:

DEC! at Level 2 will provide opportunity for progression to DEC! at Level 3, which is equivalent to A-Level, and can lead to higher education and possible degrees in Architecture, for example, or entry to a wide range of career pathways in the Digital Built Environment, including Architecture and Architectural Technology, Geospatial and Property Surveying, Quantity Surveying and Cost Management, Civil, Structural and Building Services Engineering and Construction Project Management

Resources are available on the specific BTEC Team to help complete individual assignments as appropriate



TQUK Design, Engineer, Construct!

Skills for Success



To achieve a grade C candidates will be able to demonstrate elements of:

Define a sustainable construction project:

- Understand the client's needs.
- Formulise a project brief.
- Understand constraints of the project.
- Draft a project plan.

Develop a sustainable construction project:

- Develop a feasible proposal.
- Provide technical support.
- Support development of the project concept.

Deliver a sustainable construction project:

- Deliver a project.
- Respond to technical issues.

Evaluate a sustainable construction project:

- Test the final design against original intentions.
- Transfer project evaluation to other contexts.

A*

A

B

C

D

E

F

G

U

To achieve a grade A candidates will be able to demonstrate all of:

Define a sustainable construction project:

- Understand the client's needs.
- Formulise a project brief.
- Understand constraints of the project.
- Draft a project plan.

Develop a sustainable construction project:

- Develop a feasible proposal.
- Provide technical support.
- Support development of the project concept.

Deliver a sustainable construction project:

- Deliver a project.
- Respond to technical issues.

Evaluate a sustainable construction project:

- Test the final design against original intentions.
- Transfer project evaluation to other contexts.



TQUK Design, Engineer, Construct!

Year Ten Overview

The topics taught in Year Ten are:

Unit 1:

- Identify the contextual needs of a client to create a design brief
- Outline the functional requirements of the project
- Set the sustainability aspirations of the project
- Identify constraints associated with the site location and present solutions
- Create a draft project plan

Unit 2:

- Prepare concept diagrams to describe and communicate ideas
- Present the quality of the proposal to a client
- Communicate the concept design to the project team
- Prepare 3D representations of outline information
- Utilise the 3D environment to test the design in virtual locations
- Use quantitative methods to establish the lighting and energy requirements
- Establish a budget that aggregates the estimated benchmark costs of the project
- Explain the importance of compatibility between existing infrastructure and the project proposals
- Explain the environmental and climate change reduction strategies



TQUK Design, Engineer, Construct!

Year Ten Overview

Some helpful resources are:



[RIBA Architecture
Plan of Work](#)



austinarchitect.net



designingbuildings.co.uk
[Client for building design
and construction](#)



[BREEAM](#)



gov.uk
[School & Further Education College
Design & Construction collection](#)



study.com
[Bubble Diagrams in
Architecture & Interior Design](#)



[NBS National BIM Library](#)



[Energy Key.
EPC ratings explained Energy
Performance Certificates bands](#)



[Design Engineer Construct
academy](#)



carbontrust.com



kellwoodlighting.co.uk
thornlighting.co.uk



[DEC Level 2 workbook](#)



TQUK Design, Engineer, Construct!

Year Eleven Overview

Students have to opportunity at the start of Year Eleven to revisit work in Unit 1 and Unit 2 over a period of 4 weeks to further improve their marks based on the current working at grades.

The topics taught in Year Eleven are:

Unit 3:

- Coordinate a design proposal to ensure mistakes are avoided
- Identify potential problems at an early stage and take appropriate action
- Explain how the building works in practice using quantitative monitoring
- Review progress and reflect on decisions
- Consult and respond appropriately to peer review

Unit 4:

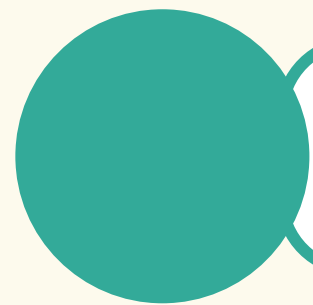
- Explain how the building works so a user knows how to optimise performance
- Explain how well final outcomes meet original intentions
- Identify issues with a building
- Present the building project to a professional audience



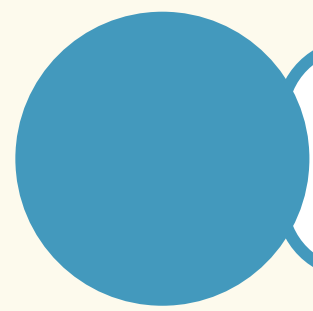
TQUK Design, Engineer, Construct!

Year Eleven Overview

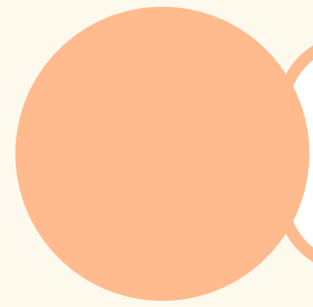
Some helpful resources are:



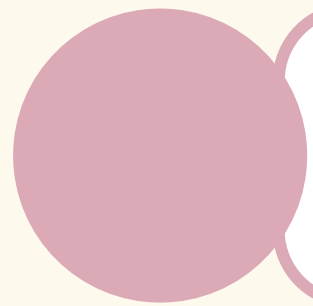
[designingbuildings.co.uk](https://www.designingbuildings.co.uk)
[Rock management](#)



[skillsyouneed.com](https://www.skillsyouneed.com)
[Presentation skills](#)



[gov.uk](https://www.gov.uk)
[National Planning Policy Framework](#)



[lifeofanarchitect.com](https://www.lifeofanarchitect.com)
[Presentation Skills](#)
[Tips and Techniques](#)

[DEC Level 2](#)
[workbook](#)



Non-Core Subjects

BTEC Creative Media Production

Subject Overview

L1/2 Tech Award

Pearson Edexcel

603/7053/1

Why study Media?

The BTEC Tech Award provides learners with the opportunity to acquire knowledge and technical skills through vocational contexts by investigating, exploring and creating media products.

Course description:

Pupils will have the opportunity to develop and apply knowledge and skills in the following areas:

- Development of key skills that prove their aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products;
- Processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and developing ideas;
- Attitudes that are considered most important in creative media production, including personal management and communication;
- Knowledge that underpins an effective use of skills, processes and attitudes in the sector such as production processes and techniques.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:

Component 1: Exploring Media Products – Internally Assessed

Component 2: Developing Digital Media Production Skills – Internally Assessed

Component 3: Create a Media Product in Response to a Brief – Externally Assessed

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Grading:

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 National in Media which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

Possible careers in Media:

The skills developed through an education in creative media are integral to many roles within the creative sector which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing. As technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthral, intrigue and affect audiences.

Resources are available on the specific BTEC Team to help complete individual assignments as appropriate



BTEC Creative Media Production

Skills for Success

At each level, students will...

Level 2 Distinction

Use thorough research methods often & effectively

Be an effective & original storyteller

Plan projects carefully & thoroughly

Demonstrate an advanced level of creative skill

Show high levels of critical analysis

Level 2 Merit

Be effective at using equipment & software

Be able to give clear opinions with valid reasons

Plan their time carefully

Hand in a media product that has a clear audience

Level 1 Distinction

Be able to record basic video

Broadly understand a media audience

Have a broad knowledge of media products

Describe a video in general terms

Use simple examples in their work

Level 1 Pass / Merit

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8



Level 2 Pass:
Broadly equivalent to a GCSE Grade 4



BTEC Creative Media Production

Skills for success

To successfully complete the BTEC Level 2 Tech Award in Creative Media Production, a student will need a combination of creative, technical, and academic skills. Here's a summary of the key skills required:

1

Creative Thinking and Storytelling

- Ability to generate ideas for media projects.
- Developing engaging narratives for different forms of media (film, television, print, etc.).
- Using imagination to create original concepts and solve problems creatively.

2

Technical Skills

- Software Proficiency: Knowledge of media-related software such as video editing (e.g., Adobe Premiere), graphic design (e.g., Photoshop), or sound editing (e.g., Audacity).
- Equipment Handling: Understanding how to use media equipment such as cameras, microphones, lighting, and editing tools.
- Post-Production Skills: Competency in editing videos, sound, and visual effects to produce polished media content.

3

Research and Analytical Skills

- Ability to research media forms and audiences to inform creative decisions.
- Analytical skills to deconstruct existing media products, understanding themes, techniques, and production choices.
- Critical thinking to evaluate the success and impact of media products.

4

Project Management and Organisation

- Planning and managing media projects, including setting deadlines, allocating resources, and collaborating with peers.
- Time management to ensure projects are completed on schedule.
- Organising pre-production, production, and post-production phases effectively.



5

Communication and Teamwork

- Strong verbal and written communication to present ideas, explain creative choices, and produce scripts or proposals.
- Teamwork skills for collaborating with others during group projects or productions.
- Listening and interpreting feedback to improve work.

6

Understanding of Media Sectors and Audiences

- Awareness of different media sectors (film, TV, gaming, digital content) and how they target and engage specific audiences.
- Understanding of how media products meet audience needs and preferences.

7

Practical Production Skills

- Experience in creating media content such as short films, advertisements, or digital media.
- Hands-on involvement in the production process, from idea generation to the final product.

8

Adaptability and Problem-Solving

- Ability to adapt to changes during the production process, such as dealing with technical issues or shifting creative direction.
- Problem-solving skills to troubleshoot challenges in content creation or project execution.

A combination of these skills will enable students to successfully create and evaluate media products while meeting assessment criteria for the BTEC Level 2 Tech Award in Creative Media Production.



BTEC Creative Media Production

5 tips for Success

1

Engage with a wide variety of media outside of school – including films from before 2000, different genres of television including drama and documentary, and radio broadcasts and podcasts.

2

Read or watch media commentators like Mark Kermode, Jeremy Jahns and The Rest is Entertainment.

3

Practise using equipment & software whenever you can – you can use adobe Cloud at home with your school log-in.

4

Practise discussing media products often with friends and family – don't just describe a film or game, explain what is happening – and give your opinion.

5

Look for interesting locations to film your video content in – always think ahead to when and where you will need to record your videos.



Non-Core Subjects

BTEC Art & Design

Subject Specification

L1/2 Tech Award

Pearson Edexcel

603/3073/9

Why study Art & Design?

The BTEC Tech Award provides learners with the opportunity to acquire knowledge and technical skills through vocational contexts by investigating, exploring and creating art and design work.

Course description:

The main focus is on four areas of equal importance, which cover the:

- Knowledge that underpins effective use of skills, processes and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes;
- Development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs;
- Processes that underpins effective ways of working in art and design practice, such as generating ideas, prototyping, development, review and refinement;
- Attitudes that are considered most important in art and design practice, including planning, organisation and communication.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:

Component 1: Generating Ideas in Art and Design – Internally Assessed

Component 2: Develop Practical Skills in Art and Design – Internally Assessed

Component 3: Responding to a Client Brief – Externally Assessed

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Grading:

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 National in Art and Design.

Possible careers in Art & Design:

The skills developed through art and design education are integral to many roles in the creative industries. The creative sector is a collection of exciting and vibrant industries, including fashion, games, advertising, graphic and publishing, craft and production design, interior design and architecture.

Resources are available on the specific BTEC Team to help complete individual assignments as appropriate



BTEC Art & Design

Skills for Success

At each level, students will...

Level 2 Distinction

Demonstrate a confident level of artistic skill

Create challenging & thought-provoking artwork

Plan projects carefully & thoroughly

Use thorough research methods often & effectively

Show high levels of critical analysis

Level 2 Merit

Be effective at using a range of different materials

Understand the creative process & follow it clearly

Show some originality & flair

Be able to review & develop their own work effectively

Level 2 Pass

Level 1 Distinction

Understand the most obvious features of an art style

Analyse an artist's work using basic terms

Broadly understand an art movement

Be able to demonstrate simple artistic skills

Present their work in a very simplistic format

Use a limited range of materials

Level 1 Pass / Merit

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8



Level 2 Pass:
Broadly equivalent to a GCSE Grade 4



BTEC Art & Design

5 tips for Success

1

Arrive Prepared

Always come to class with the necessary materials—sketchbooks, pencils, brushes, and any other tools you might need. Being ready allows you to start working immediately and make the most of your time.

2

Use your time out of school wisely

Maximize your time away from your components by researching & visiting exhibitions and artists on the weekend or in the holidays. Take photos and make notes about what you see.

3

Engage with the Process

Art is about exploration, so take the time to experiment with different techniques and mediums. Engage fully with each project, and don't rush through steps. The more effort you put into understanding the process, the better your final outcomes will be.

4

Practise your techniques often

Whilst you cannot complete your component work outside of the classroom, you can practice. Keep a sketchbook full of ideas, techniques and experiments.

5

Seek out Art documentaries and discussions online

Art is about ideas as much as technique, so actively seek out and view documentaries, blogs & discussions, whether it's about artists similar to you, or something completely new. Sharing your thoughts and listening to different perspectives will inspire new ideas and help you grow as an artist.



Non-Core Subjects

GCSE Photography

Subject Specification

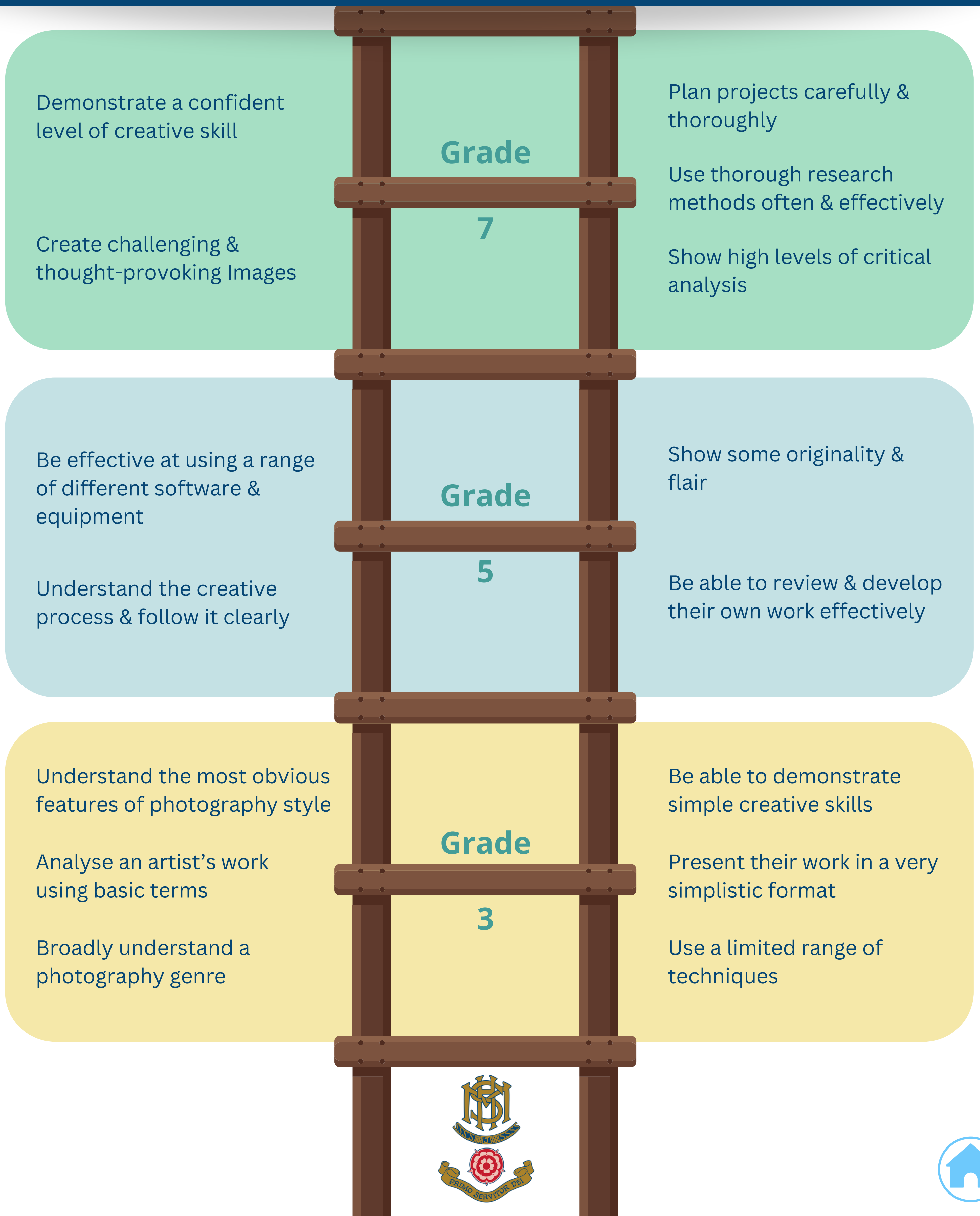
GCSE Photography	Pearson Edexcel	1YPO
Why study Photography?	Photographs, moving image and digital media are a major part of our ever-growing visual culture. Photography opens doors to creativity and exploration of the imagination, encouraging communication of ideas and opinions through discussion and learning from one another.	
Course description:	<p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none">• Develop the use of formal elements of visual language: line, form, colour, tone, pattern and texture to communicate a variety of approaches.• Understand the use of the camera and its functions, including depth of field, shutter speed, focal points and viewpoints.• Develop skills to record from sources and communicate ideas.• Understand the creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media. <p><i>You will need:</i> a desire to take photographs and to look at them critically; be prepared to visit galleries and develop a general interest in photography; learn specialist vocabulary to describe work; display work imaginatively</p>	
Examination assessment information:	<p>A two-year course examined at the end of Year 11. <i>School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.</i></p> <p>Personal Portfolio - 60%. Based on a task devised by the school showing knowledge and understanding through practical application. (Internally set and marked.)</p> <p>Externally Set Assignment - 40%. Set by the exam board in January of Year 11 with 20 hours preparation and a 10-hour practical exam in April. (Externally set and moderated.)</p> <p>Work must demonstrate knowledge and skills based on at least one of the following: documentary photography; photo-journalism; studio photography; location photography; experimental imagery; installation; moving image.</p>	
Grading:	9-1 – there are no tiers of entry – all students sit the same examination papers.	
Next steps:	Achievement at GCSE provides a foundation for study at GCE/BTEC in preparation for higher education and possible careers in film, television, web design, journalism, commercial photography and digital media.	



GCSE Photography

Skills for Success

At each level, students will...



BTEC Photography

5 tips for Success

1

Arrive Prepared

Always come to class with the necessary materials—sketchbooks, camera, props, and any other tools you might need. Being ready allows you to start working immediately and make the most of your time.

2

Use your time out of school wisely

Maximize your time away from your components by researching & visiting exhibitions and artists on the weekend or in the holidays. Take photos and make notes about what you see.

3

Engage with the Process

Photography is about communication & exploration, so take the time to experiment with different techniques and mediums, and always try and understand the audience for an image. Engage fully with each project, and don't rush through steps. The more effort you put into understanding the process, the better your final outcomes will be..

4

Practise your techniques often

You can work on your projects anywhere, and it is extremely important to keep practicing your skills outside of school too. Keep a sketchbook full of ideas, techniques and experiments as you progress

5

Seek out Photography documentaries and discussions online

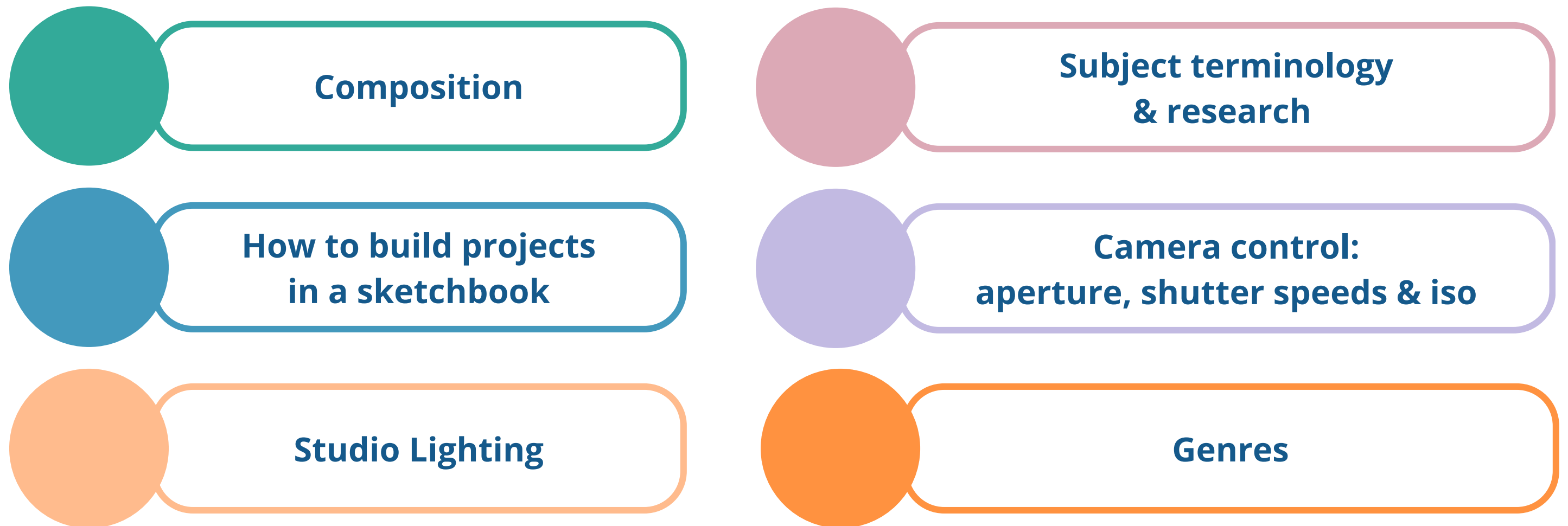
Photography is about ideas as much as technique, so actively seek out and view documentaries, blogs & discussions, whether it's about artists similar to you, or something completely new . Sharing your thoughts and listening to different perspectives will inspire new ideas and help you grow as a photographer.



GCSE Photography

Year Ten Overview

The theory and practical topics covered in Year Ten are:



Project 1 - Still Life
Project 2 - Digital Manipulation
Project 3 - Portraiture
Project 4 - Shutter Speed
Project 5 - Negative Space

Resources to help students break down the assessment objectives, subject terminology and general 'How to' documents and PP can be found in each year group's Teams folders. They are located under 'Class materials' and in project specific folders.



GCSE Photography

Year Eleven Overview

In Year Eleven, students will be building their coursework portfolio to submit at the end of year.

They will complete two projects and will then have an externally set assignment (10 hour exam).

The three projects students must complete in Year Eleven are:

Project 1 - Portraiture

Deadline: 6th November

Project 2 - Self-Initiated

Deadline: 22nd January

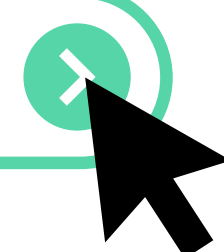
(students can design a personal brief or genre)

Project 3 - Set Assignment

Deadline: end of April
(2-day exam)

Resources to help students break down the assessment objectives, subject terminology and general 'How to' documents and PP can be found in each year group's Teams folders. They are located in each Team's Classwork folder. Students can also access the Visual Arts website:

[Visual Art More House](#)



Non-Core Subjects

GCSE Drama

Subject Overview

GCSE Drama

OCR

J316

Why study Drama?

GCSE Drama is an exciting creative subject, ideal for those who enjoy the theatre, either as a performer or as a designer (through lighting, sound, set, costume), or a combination of both roles. A great opportunity to celebrate theatre in society. A huge number of creative professionals can trace their inspiration for the theatre back to experiences at school through, perhaps, the encouragement of a teacher or acting or singing in a play. Maybe it will be you... Drama requires long hours of hard work and dedication. You will have to be brave in exposing your abilities and accept criticism. You will also need to pay great attention to detail, to perfect and redo. Putting on a production takes strong organisational skills and you will need to be prepared to spend extra hours at school.

Course description:

Pupils will have the opportunity to:

- Examine drama and the work of others as a practical art form.
- Investigate and apply knowledge and understanding to the process of creating and developing drama and to their own performance work.
- Consider a production option for the designer role.
- Develop skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

on-exam assessment: Devising Drama (30%) – Exploring a stimulus and working together to create their own devised drama; Presenting & Performing Texts (30%) – Developing and applying skills in acting/design by showcasing two extracts from a performance text.

Written exam: Drama: Performance & Response (40%). Demonstrate knowledge and understanding of drama through analysis and evaluation of live theatre performance.

Grading:

9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Achievement at GCSE provides a foundation for study at GCE/BTEC in preparation for higher education and possible careers in the performing arts industry whether as a performer, technician, or stage manager.



GCSE Drama

Skills for Success

To achieve grade 5, candidates will be able to:

- Develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively.
- Apply theatrical skills competently and coherently to realise artistic intentions.
- Demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately.
- Produce detailed and coherent analysis and evaluation of drama seen and made.

To achieve grade 2, candidates will be able to:

- Develop some ideas for performance outcomes that communicate straightforward meaning(s).
- Apply theatrical skills with limited effect to realise some of the artistic intentions.
- Demonstrate a basic awareness of developing and performing drama with inconsistent use of specialist terminology.
- Describe and comment simply on drama seen and made.

To achieve grade 8, candidates will be able to:

- Develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact.
- Apply theatrical skills skilfully and effectively to realise artistic intentions.
- Demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively.
- Produce perceptive and well-informed critical analysis and evaluation of drama seen and made.



GCSE Drama

Overview

The topics covered in Year Ten are:

Explorative Strategies

Devising

Live Theatre

Set text: Find Me

Intro to Performing Texts

The topics covered in Year Eleven are:

Performing Texts Exam

Preparation for Written Exam

**Find me
Live Theatre**



GCSE Drama

Supporting Resources

There are many supporting resources for pupils to refer to on Teams, in the Drama subject area.

OCR textbook:

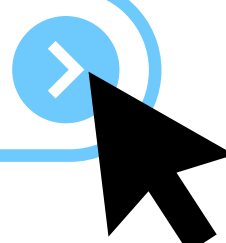
The OCR GCSE Drama textbook (written by Annie Fox) is a good supporting resources for the course. The Drama department have copies of this book which are available for your son to use if they would like to.

[Drama Textbook](#)



Your son could also use the GCSE Drama page on BBC Bitesize to support his work from home:

[BBC Bitesize](#)



Non-Core Subjects

GCSE Music

Subject Overview

GCSE Music

WJEC EDUQAS

C660QS

Why study Music?

An integrated approach to the three disciplines of performing, composing and appraising through four interrelated areas designed to develop knowledge and understanding of music through the study of a variety of genres and styles. The Western Classical Tradition forms the basis of Musical Forms and Devices. Music for Ensemble allows learners to look more closely at texture and sonority. Film Music and Popular Music provide an chance to look at contrasting styles and genres of music.

Course description:

Pupils will have the opportunity to:

- Develop performing skills individually and in groups and composing skills to organise musical ideas.
- Recognise links between 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 to communicate effectively as musicians.
- Develop awareness of a variety of instruments, styles and approaches to performing and composing as well as music technologies and their use in creation and presentation.
- Recognise contrasting genres, styles and traditions, and develop awareness of musical chronology.
- Appreciate the diverse heritage of music, to promote personal, social, intellectual and cultural development.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Component 1: Performing (4-6mins) – non-exam assessment (30%) – Two performances – Solo/Sequenced and Ensemble.

Component 2: Composing (3-6mins) – non-exam assessment (30%) – Two compositions - one set to a brief and other a free composition.

Component 3: Appraising – written examination of 1h15m (40%) – A listening examination.

Grading:

9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Students can progress to GCE Music or Music Technology as well as a BTEC Level National Extended Certificate in Music. Music is useful for careers in performing arts, such as working in an orchestra, composing/arranging music and peripatetic teaching. It could lead to a career in the recording studio, working in radio production and sound production in theatre



GCSE Music

Skills for Success

To achieve grade 5, candidates will be able to:

- Perform with some technical challenges broadly fluently with some sensitivity
- Compose using a range of musical ideas and developing interest with some success
- Demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language
- Evaluate music to make clear judgments using musical terminology appropriately

To achieve grade 2, candidates will be able to:

- Perform simple pieces with limited fluency and sensitivity
- Compose using a wide range of musical elements, creating musical ideas with some appeal and limited development
- Demonstrate, through aural identification, some knowledge of musical elements, context and language
- Evaluate music to produce simple reflections with inconsistent use of musical terminology

To achieve grade 8, candidates will be able to:

- Perform challenging music with a high degree of fluency and sensitivity
- Compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development
- Demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language
- Evaluate music to make convincing judgements using musical terminology accurately and effectively



GCSE Music

Year Ten Overview

The topics covered in Year Ten are:

Listening & Appraising

Pupils will be introduced to the two set works Badinerie by J. S. Bach, and Africa by Toto. These pieces are studied in detail and pupils will be required to describe their elements of music in detail. Pupils will be taught to identify cadences, intervals, and instruments, including their associated orchestral families. Pupils will be taught to identify key signatures, basic musical notation and time signatures.

Composition

Pupils will be taught various compositional techniques and will set their own brief for a free composition. Workshops will be held to develop pupils' creative output and ability to record their ideas either as traditional notation on Sibelius, or as a recorded output on Cubase.

Performance

Pupils will be required to develop their skills on their (first) instrument and fortnightly workshops will be held to showcase their progress. Informal lunchtime concerts will be held termly to provide a performance opportunity. Pupils will be encouraged to play in an ensemble setting; one of the two pieces they record for submission having to be in an ensemble format. Pupils will attend a weekly choir rehearsal to enhance their reading of notation and aural perception skills.



GCSE Music

Year Eleven Overview

The topics covered in Year Eleven are:

Listening & Appraising

Pupils will continue to work on the two set works Badinerie by J. S. Bach, and Africa by Toto. These pieces are studied in detail and pupils will be required to describe their elements of music in detail. Pupils will further their ability to identify cadences, intervals, and instruments, including their associated orchestral families. Pupils will continue work on identifying key signatures, basic musical notation and time signatures.

Composition

Pupils will receive their brief composition assignment set by the exam board. Both this composition and their free composition will be carefully developed and completed by the Easter holidays.

Performance

Pupils will continue to develop their skills on their (first) instrument and fortnightly workshops will be held to showcase their progress. Informal lunchtime concerts will be held termly to provide a performance opportunity. Pupils will continue to play in an ensemble setting; one of the two pieces they record for submission having to be in an ensemble format. Pupils will attend a weekly choir rehearsal to enhance their reading of notation and aural perception skills.



GCSE Music

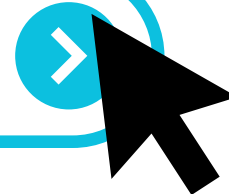
Year Eleven Overview

Resources and support:

There are a selection of home-made resources on Teams including key words, flash cards, audio learning and much more. Your son could also attend Music Theory Support weekly as a Thursday Club/Activity.

Your son could also use the GCSE Music Eduqas page on BBC Bitesize to support his work from home:

[BBC Bitesize](#)



The WJEC/Eduqas Student Book and Revision Guide (Revised Editions) for GCSE Music are available to purchase via the below links:

[Student Book](#)



[Revision Guide](#)



Non-Core Subjects

BTEC Sport

Subject Overview

L1/2 Tech Award

Pearson Edexcel

603/7053/1

Why study Sport?

The BTEC Tech Award provides learners with the opportunity to acquire knowledge and technical skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation. Pupils will explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will develop their sector-specific skills, such as sport analysis and sports leadership, realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Course description:

Pupils will have the opportunity to develop and apply knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport;
- Taking part and improving other participants sporting performance - this includes the components of fitness and how they are used in different types of sport;
- Developing Fitness to improve other participants performance in sport and physical activity - this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity – Internally Assessed
Component 2: Taking Part and Improving Other Participants Sporting Performance – Internally Assessed
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity – Externally Assessed

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Grading:

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 National in Sport which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

Possible careers in Sport:

Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well documented research of these benefits including improvements in physical and mental wellbeing, economic development, individual development and social and community development (2020). These contribute significantly to the quality of a person's life and, as such, there is a need to ensure there are sufficient people working in the industry to meet this demand and encourage regular participation in sport and physical activity.

Resources are available on the specific BTEC Team to help complete individual assignments as appropriate



BTEC Sport

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge in familiar situations, including constructed training sessions, to demonstrate basic principles of training.
- demonstrate a sound understanding of key terms, processes, equipment and technologies related to sport, training and physical and skill-related fitness.
- interpret information about fitness, sports performance and training regimes in order to select and apply knowledge of the principles using sports training.
- Define and communicate key aspects of health, fitness, training and sports performance, selecting appropriate actions in more simple and familiar contexts.
- Relate knowledge to vocationally realistic situations, making some decisions on valid applications and impact.
- Relate use of terminology and concepts to a specific audience and purpose.

Level 2 Distinction
Broadly equivalent to a GCSE Grade 7/8

Level 2 Pass:
Broadly equivalent to a GCSE Grade 4

**Level 2
Distinction**

**Level 2
Merit**

**Level 2
Pass**



Level 1

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise knowledge of sport, training and physical and skill-related fitness, bringing together understanding of training methods, techniques and concepts and applying them to contexts.
- Apply advanced training techniques to achieve specific fitness outcomes.
- Show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about fitness, techniques, their uses and impact on health and fitness targets.
- analyse data and information on sporting techniques, practices, fitness tests and select appropriate concepts and make recommendations.
- Make judgements about the consequences of effective and ineffective application of techniques, and make recommendations on solutions, controls, plans and future actions.
- Compare training methods and approaches, such as the application of principles of training to different regimes and given exercise settings and evaluate alternatives against defined criteria.



Non-Core Subjects

GCSE History

Subject Overview

GCSE History

AQA

8145

Why study History?

GCSE History teaches the origins of some modern political and social problems and helps begin to understand why people behaved as they did. It is only through studying history that we can really understand the present day. Modern conflicts can be explained by looking back in history, and firmly-held attitudes and ideas are often rooted in the past.

Course description:

Pupils will learn to:

- Develop and extend knowledge and understanding of specified key events, periods and societies in local, British, and wider world history, and of a wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical content.
- Develop awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantial conclusions

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11. There is no coursework.*

Paper 1 (50%) – Understanding the modern world. Section A - choice of 4 period studies focusing on 2 key developments in a country's history over a 50-year period. Section B – choice of 5 wider world depth studies focusing on international conflict and tension.

Paper 2 (50%) – Shaping the nation. Section A – a choice of 3 thematic studies looking at key developments in Britain over a long period. Section B – a choice of 4 British depth studies incorporating the study of a specific historic environment.

Grading:

9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Achievement at GCSE provides a foundation for study at GCE in preparation for higher education and possible careers in law, politics, public sector, business, marketing, journalism, economics, teaching, social research, archaeology and curation (museums, galleries, archives and libraries).



GCSE History

Skills for Success

To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics.
- Construct a coherent line of reasoning using second order concepts.
- Analyse and provide some evaluation, to reach reasoned judgements of:
 - A range of sources, in context, to investigate historical issues.
 - Interpretations and why they may differ.

To achieve grade 2, candidates will be able to:

- Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics.
- Construct a basic line of reasoning with some reference to second order concepts.
- Comprehend, to draw simple conclusions:
 - Sources to provide some investigation of historical issues.
 - Interpretations to identify similarities and differences.

To achieve grade 8, candidates will be able to:

- Demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics.
- Construct a convincing line of reasoning using second order concepts.
- Critically analyse and evaluate, to reach reasoned, substantial judgements'.
 - A range of sources, in context to investigate historical issues
 - Interpretations and why they may differ.



GCSE History

Year Ten Overview

The topics covered in Year Ten are:

From Tsardom to Communism

Russia: 1894-1945

Conflict and Tension

The Inter-War Years, 1918-1939

For both topics, AQA offer superb revision guides which has specific information needed for each topic and uses visual aids to support this. They also include GCSE exam questions, so the boys can also practice pieces of extended writing. If these are something that you may be interested in getting, you can purchase both revision guides on Amazon:

[Conflict & Tension](#)



[Tsardom & Communism](#)



There are many podcasts to listen to on GCSEpod. To login, your son will need to use the orange button titled "Sign in with Office 365". The links to the podcasts are below:

Conflict & Tension



[Peacemaking](#)



[The League of Nations](#)



[The Origins & Outbreak of WW2](#)



Russia:



[The End of Tsardom](#)



[Lenin's New Society](#)



[Stalin's USSR](#)



GCSE History

Year Eleven Overview

The topics covered in Michaelmas term are:

Health and the People

Chapter 1: Medicine in Medieval Britain, c1000-1500

- Ideas about the causes of disease and illness
- Medical professionals
- Treating and preventing illnesses
- Hippocrates & Galen
- Significant factors in developing medicine
- The Black Death

Chapter 2: The Medical Renaissance, c1500-1700

- Ideas about the causes of disease and illness
- Medical professionals
- Treating and preventing illnesses
- Andreas Vesalius, William Harvey & Thomas Sydenham
- Significant factors in developing medicine
- The Great Plague

Chapter 3: The Medical Revolution, c1700-1900

- Ideas about the causes of disease and illness
- Medical professionals
- Treating and preventing illnesses
- Louis Pasteur, Robert Koch & Florence Nightingale
- Significant factors in developing medicine
- Fighting typhoid in Lincoln 1904

Chapter 4: Modern Medicine, 20th Century- Present

- Ideas about the causes of disease and illness
- Medical professionals
- Treating and preventing illnesses
- Significant factors in developing medicine
- The development of penicillin
- Fighting against AIDS



How will your son be assessed?

Note: There are 4 main questions in this unit.

Each question requires:

How useful is source A to a historian studying...

The source could be visual or written.
It will relate to a key event, development or individual.

Use the **content** and the **provenance** of the source
as well as your **own knowledge** to evaluate its usefulness.

8 Marks

10 Mins

Explain the significance of...

In this question you need to write about the importance of the thing,
event or person **at the time** and how important that/they then became **over time**.

This focuses on the short-term AND long-term consequences.

8 Marks

10 Mins

Compare... In what ways were they similar/different?

You need to identify and explain ways in which the two events are similar/different.
Focus on the factors that influenced their discovery.

8 Marks

10 Mins

Evaluate factors

This is an essay question requiring you to reach a **judgement**.
Aim to evaluate the factor stated in the question first and then
weigh how important it was compared to two other factors.

20 Marks (16 + 4 for SPAG)

25 Mins



GCSE History

Revision checklist

Pupils have these checklists in their revision books:

Part one: Medicine stands still

Medieval medicine

Ideas of Hippocrates and Galen (4 Humours) methods and treatments

The medieval doctor + their training

Beliefs about cause of illness

Medical progress

The contribution of Christianity and Islam to medical progress and treatment

Hospitals

Surgery in medieval times, ideas and techniques

Public health in the Middle Ages

Towns and monasteries

The Black Death in Britain - beliefs about its causes

The Black Death in Britain - treatment and prevention

The Black Death in Britain – effects



Part two: The beginnings of change

The impact of the Renaissance on Britain

Challenges to medical authority in anatomy and surgery

The work of Vesalius

The work of Paré

The work of William Harvey

Dealing with disease

Traditional and new methods of treatments

Methods of treating disease

Plague

The growth of hospitals

Changes to the training and status of surgeons and physicians

Prevention of disease

Inoculation

Edward Jenner

Vaccination and opposition to change





Part three: A revolution in medicine

The development of Germ Theory and its impact on treatment of disease in Britain

The importance of Robert Koch and microbe hunting

Pasteur and vaccination

Paul Ehrlich and magic bullets

Everyday medical treatments and remedies.

A revolution in surgery

Anaesthetics, including Simpson and chloroform

Antiseptics, including Lister and carbolic acid

Surgical procedures

Improvements in public health

Public health problems in industrial Britain

Cholera epidemics

The role of public health reformers

Local and national government involvement in public health improvement

1848 Public Health Act

1875 Public Health Act

[illegible]

Part four: Modern medicine

Modern treatment of disease

Penicillin + its discovery by Fleming

Penicillin + its development

New diseases and treatments

Alternative treatments

The impact of war and technology on surgery

Plastic surgery

Blood transfusions

X-rays

Transplant surgery

Modern surgical methods, including lasers, radiation therapy and keyhole surgery

Modern public health

The importance of Booth and Rowntree

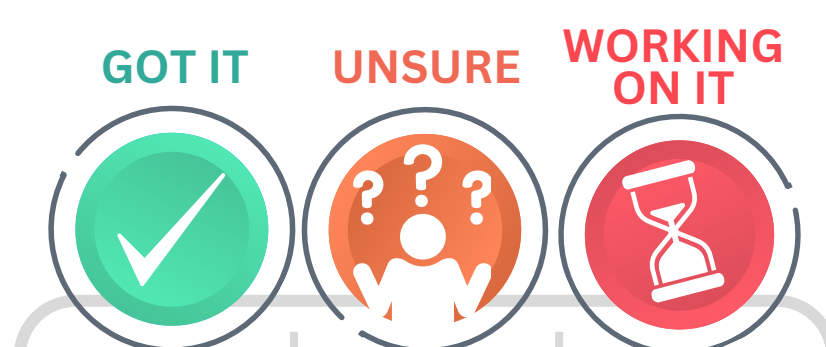
Liberal social reforms

Impact of two world wars on public health, poverty and housing

The Beveridge Report and the Welfare State

Creation and development of the National Health Service

Costs, choices and the issues of healthcare in the 21st century

[illegible]

GCSE History

Supporting resources

Below are a selection of resources and activities that might help to support your son with the new topics studied in Year 11. These topics are Health and the People, 1000c-present, and Norman England, 1066-1100.

AQA revision guides:

These contain specific information needed for each topic, using visual aids to support the text. They also include GCSE exam questions, useful when practicing pieces of extended writing. To purchase these books, click the links below:

[Health & The People](#)



[Norman England](#)



GCSEPod

There are also many podcasts to listen to on GCSEPod, these are links to some of the best ones:

[Medieval Medicine](#)



[The Medical Renaissance](#)



[A Revolution in Medicine](#)



[Modern Medicine](#)



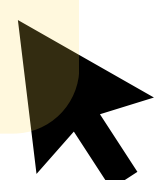
[Conquest and Control](#)



[Life Under the Normans](#)



[Norman Church & Monasteries](#)



Non-Core Subjects

GCSE Geography

Subject Overview

GCSE Geography	AQA	8035
Why study Geography?	<p>If you're interested in how the world works, then GCSE Geography could be for you. It looks at the physical and social structure of the planet in the past, present and future. Physical Geography studies things like climate, soil, how the earth was formed and how it is changing over time. Human Geography studies things like population growth, migration, how urban and rural settlements develop, how we work with animals and even how our economies are effected by the environment we live in. Residential field trips are an integral part of the course and sensible outdoor clothing will be required.</p>	
Course description:	<p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none">• Develop knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.• Gain understanding of interactions between people/environments, change in places/processes and inter-relationship between geographical phenomena.• Develop competence in fieldwork, using maps and GIS and researching secondary evidence; and develop investigative approaches.• Apply geographical skills to real world contexts, including fieldwork, and to contemporary situations and issues; and develop arguments drawing on geographical knowledge and the significance of historical events.	
Examination assessment information:	<p>A two-year course with three examination papers examined at the end of Year 11. <i>School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.</i></p> <p>Paper 1 (35%) - 1h30m. Study of Natural Hazards, Ecosystems, Coasts & Rivers. Paper 2 (35%) - 1h30m. Study of urban areas, the changing economic world & challenges of resource management. Paper 3 (30%) - 1h15m. Geographical applications. Question types are multiple choice, short answer and extended prose</p>	
Grading:	<p>9-1 – there are no tiers of entry – all students sit the same examination papers.</p>	
Next steps:	<p>Successful students will have skills to progress onto A-level and beyond. Geography is great for any career involving the environment, planning, or collecting and interpreting data including surveying, conservation, sustainability, waste/water management, environmental planning, tourism, and weather forecasting.</p>	



GCSE Geography

Skills for Success

To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.
- Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.
- Construct coherent arguments to draw conclusions supported by evidence.
- Use a range of geographical skills and techniques accurately, showing understanding of their purpose.

To achieve grade 2, candidates will be able to:

- Demonstrate limited knowledge, understanding and application of geographical information and issues.
- Demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena.
- Make straightforward comments with some reference to evidence.
- Use some basic geographical skills and techniques with limited accuracy.

To achieve grade 8, candidates will be able to:

- Demonstrate relevant and comprehensive knowledge, understanding the application of geographical information and issues.
- Demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena.
- Construct sustained and convincing arguments to draw well-evidenced conclusions.
- Use and evaluate a wide range of geographical skills and techniques effectively.



GCSE Geography

Year Ten Overview

The topics covered in Year Ten include:

Natural Hazards

Weather hazards

Climate change

The urban world

Urban change in the UK

Sustainable Urban Development

Resource management

Water management



GCSE Geography

Year Eleven Overview

The topics covered in Geography include:

River landscapes

- Changes in rivers and their valleys
- Fluvial processes
- River erosion landforms
- River erosion and deposition landforms
- River landforms on the river tees
- Factors increasing flood risk
- Managing floods hard engineering
- Managing floods soft engineering
- Managing floods at Banbury

Measuring development

- The demographic transition model
- Changing population structures
- Causes of uneven development
- Uneven development wealth and health
- Uneven development migration
- Reducing the gap
- Reducing the gap aid and intermediate technology
- Reducing the gap fair trade
- Reducing the gap debt relief
- Reducing the gap tourism

Nigeria: a newly emerging economy

- Exploring Nigeria
- Nigeria in the wider world
- Balancing a changing industrial structure
- The impacts of Transnational corporations
- The impacts of international aid
- Managing environmental issues
- Quality of life in Nigeria

The changing UK economy

- Changes in the UK economy
- A post-industrial economy
- UK science and business parks
- Environmental impacts of industry
- Changing transport infrastructure
- The north south divide
- The UK in the wider world

AQA revision guides:

To purchase these books, click the links below:

[Revision Guide](#)



[Exam Practice Workbook](#)



[Homework Support Book](#)



Non-Core Subjects

GCSE Religious Studies

Subject Overview

GCSE Religious Studies

Pearson Edexcel

1RBO

Why study Religious Studies?

GCSE Religious Studies enables students to focus on key areas such as ethics, philosophy and peace and conflict, including topics such as marriage and the family, crime and punishment and matters of life and death. Looking in particular at Christianity and Islam, students will develop skills enabling them to articulate their own and others' beliefs, values and commitments

Course description:

Pupils will learn to:

- Develop understanding of religions and non-religious beliefs.
- Develop knowledge of religious beliefs, teachings and sources of wisdom and authority, including scripture and/or sacred texts.
- Develop the ability to construct balanced and structured arguments.
- Develop their own values, beliefs and attitudes in preparation for adult life by engaging with questions of belief, value, meaning, purpose and truth, and their influence on human life.
- Understand influence of religion on individuals, communities and societies and common and divergent views between religions and beliefs

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Paper 1: Religion & Ethics – Christianity - 1h 45m written exam (50%). Study of beliefs, marriage and the family, living the religious life and matters of life and death.

Paper 2: Religion, Peace & Conflict - Islam- 1h 45m written exam (50%). Study of beliefs, crime and punishment, living the religious life, and peace and conflict.

Each paper has four questions – short, open response, and extended writing – and assess spelling, punctuation and grammar and specialist terminology (5% of marks).

Grading:

9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

Students can progress from this qualification to GCE in Religious Studies and other subjects such as History, English Literature, Law and BTEC qualifications.



GCSE Religious Studies

Skills for Success

To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority
- Demonstrate some understanding of common and divergent views and practices within and between religions and beliefs
- Construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology

To achieve grade 2, candidates will be able to:

- Demonstrate some relevant knowledge and understanding of some belief and practices with limited references to sources of wisdom and authority
- Demonstrate some understanding of different views and practices between religion or beliefs
- Express an opinion on matters of religion or belief using everyday language, recognising that others might have different views

To achieve grade 8, candidates will be able to:

- Demonstrate relevant, comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority
- Demonstrate detailed understanding of common and divergent views and practices within and between religions and beliefs
- Construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives, and using accurate specialist terminology



GCSE Religious Studies

Year Ten Overview

The topics covered in Year Ten are:

Religion & Ethics through Christianity

Christian beliefs

- The Trinity
- Creation
- The Incarnation

Matters of Life & Death

- Origins and value of the universe and human life
- Sanctity of Life
- Abortion
- Euthanasia
- Life after death
- Issues in the natural world

Living the Christian Life

- The Trinity
- Creation
- The Incarnation

Religion, Peace & Conflict through Islam

Muslim Beliefs

- Recap of beliefs about God/Creation
- Christian eschatology
- The problem of evil
- The last days of Jesus' life
- Salvation

Peace & Conflict

- Peace, Peacemaking and Pacifism
- Conflict
- Just War Theory
- Holy War
- Weapons of mass destruction
- Issues surrounding conflict



GCSE Religious Studies

Year Eleven Overview

The topics covered in Religious Studies term are:

Living the Christian life

- Christian celebrations
- The future of the Church
- The local church
- The worldwide Church

Christian beliefs

- Recap of beliefs about God/ Creation
- Christian eschatology
- The problem of evil
- The last days of Jesus' life
- Salvation

Living the Muslim life

- Ten Obligatory Acts
- Shahadah
- Salah
- Sawm
- Zakah and Khums
- Hajj
- Jihad
- Celebration and commemorations

Below are the revision guides we use for Religious Studies:

[Oxford University Press Guide](#)



This is the more detailed guide of the two and contains more information on exam technique

[Pearson Guide](#)



This is a simpler guide, with all information per topic set out on one page



Non-Core Subjects

Travel & Tourism

Subject Overview

L1/2 Tech Award

Pearson Edexcel

603/7048/8

Why study Travel & Tourism?

The BTEC Tech Award provides learners with the opportunity to acquire knowledge and technical skills through vocational contexts by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism.

Course description:

Pupils will have the opportunity to develop and apply knowledge and understanding in the following areas:

- The aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes;
- How organisations use market research to identify travel and tourism trends, and customer needs and references, and selection of products and services and planning a holiday to meet customer needs and preferences;
- Factors that may influence global travel and tourism and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Examination assessment information:

This is a two-year course completed at the end of Year Eleven broken down into 3 components:

Component 1: Travel and Tourism Organisations and Destinations – Internally Assessed

Component 2: Customer Needs in Travel and Tourism – Internally Assessed

Component 3: Influences on Global Travel and Tourism – Externally Assessed (examination)

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Grading:

Qualification graded at a Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass or Unclassified. Broadly equivalent to one GCSE.

Next steps:

Achievement at Level 2 provides a foundation for further study to other vocational qualifications such as BTEC Level 3 National in Travel and Tourism which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

Possible careers in Travel & Tourism:

The travel and tourism sector is the UK's third largest employer, accounting for 9.5% of total employment. Tourism is one of the fastest growing sectors in the UK in employment terms, creating many exciting employment opportunities.

Resources are available on the specific BTEC Team to help complete individual assignments as appropriate



BTEC Travel & Tourism

Skills for Success

To achieve a Level 2 Pass, candidates will be able to:

- Recall and apply knowledge of the type of tourism and purpose of travel. They will have a sound understanding of the economic contribution of travel and tourism, the industries involved and organisational interrelationships.
- Interpret information related to travel and tourism case studies in order to select and apply knowledge of these topics.
- Define terms and communicate the purpose and function of the travel and tourism sector, selecting and using appropriate information in simpler and more familiar contexts.
- Relate knowledge of the sector and industries within it to realistic work-related situations, and make some comment on valid applications and their impacts.
- Relate the role of technology in travel and tourism themes to the factors that affect them, with some appreciation of positive and negative impacts.

**Level 2
Distinction**

To achieve a Level 2 Distinction, candidates will be able to:

- Synthesise knowledge of the types of tourism and purpose of travel, and how these interrelate.
- Assess information related to travel and tourism case studies and show depth of understanding in relevant terms communicating how travel and tourism industries work in different situations.
- Draw on understanding of the factors that impact development, and be able to make effective judgements of positive and negative impact based on analysis of given information.
- Explore and evaluate the potential effects of the role of technology and relevant travel and tourism working, drawing on appropriate concepts.

**Level 2
Merit**

**Level 2
Pass**



Level 1

Level 2 Distinction
*Broadly equivalent
to a GCSE Grade 7/8*

Level 2 Pass:
*Broadly equivalent
to a GCSE Grade 4*



Non-Core Subjects

GCSE Sociology

Subject Overview

GCSE Sociology

WJEC EDUQAS

C200QS

Why study Sociology?

Designed to foster an understanding and critical awareness of the social world focussing on the importance of social structure in explaining social issues. Pupils will be encouraged to explore and debate contemporary social issues, challenge assumptions and question everyday understanding of social phenomena, developing awareness through active engagement with the contemporary social world and their ability to think sociologically in relation to their experience of the social world, so that they can play a positive, active and informed role in society.

Course description:

Pupils will learn to:

- Apply sociological knowledge, understanding and skills to develop understanding of relationships and tension between social structures and individual agency within a UK and global context.
- Critically analyse information and use evidence to make informed arguments, reach substantiated judgements and draw conclusions.
- Use and apply knowledge and understanding of how social structures and processes influence social control, power and inequality.
- Use sociological theories to understand social issues, debates, social changes and continuities over time.
- Understand and evaluate sociological methodology and a range of research methods.
- Use sociological terminology appropriately and make connections between the key areas of subject content.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

GCSE Sociology consists of two written exams of 1h45m. There is no coursework.

Grading:

9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

GCSE Sociology develops skills which are important for both the workplace and further education. This GCSE provides an excellent basis for continuing study to GCE A level.



GCSE Sociology

Skills for Success

To achieve grade 5, candidates will be able to:

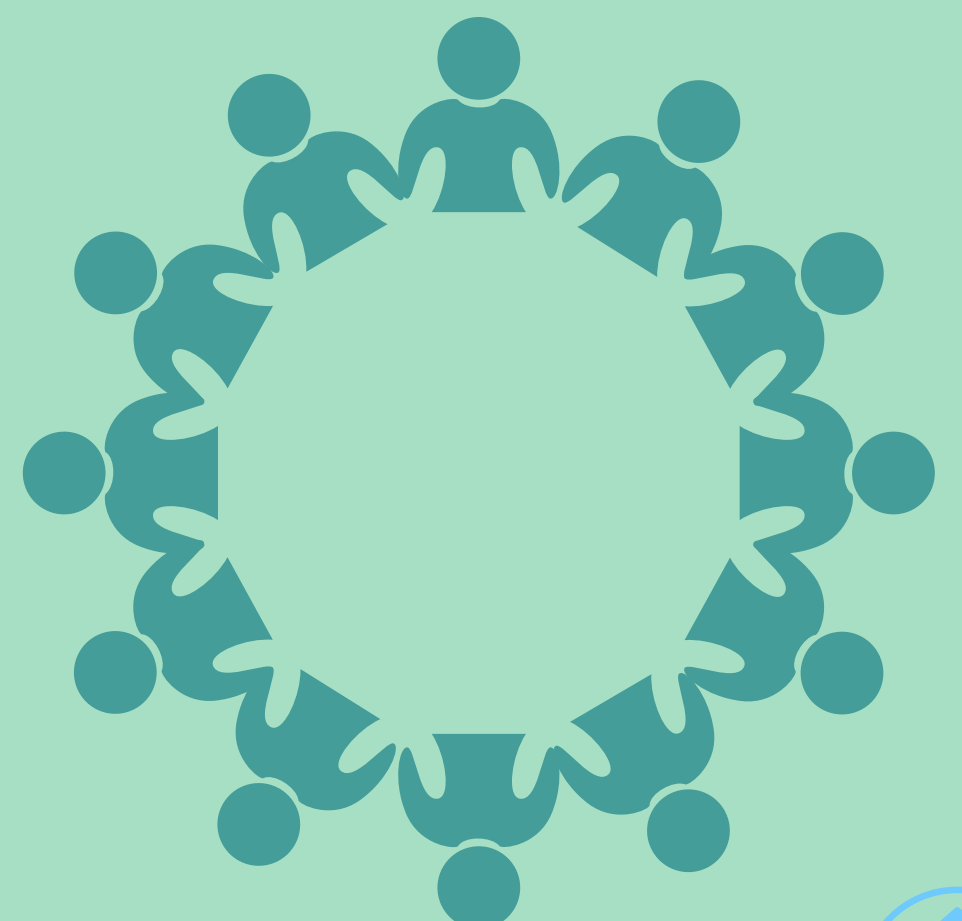
- Demonstrate mostly accurate and appropriate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and methods
- Apply mostly appropriate sociological theories, concepts, evidence and methods to UK contexts and some global contexts using some appropriate subject-specific language
- Analyse and carry out some evaluation of information and evidence, constructing an appropriate line of reasoning that leads to plausible arguments, judgments and conclusions, which are supported by some evidence, about contemporary social life

To achieve grade 2, candidates will be able to:

- Demonstrate basic knowledge and understanding of some sociological theories and concepts, different sociological perspectives, evidence and methods
- Apply, in a limited way, basic sociological theories and concepts, evidence and methods to familiar UK contexts using everyday language
- Describe information and make generalised arguments and simple judgements about contemporary social life

To achieve grade 8, candidates will be able to:

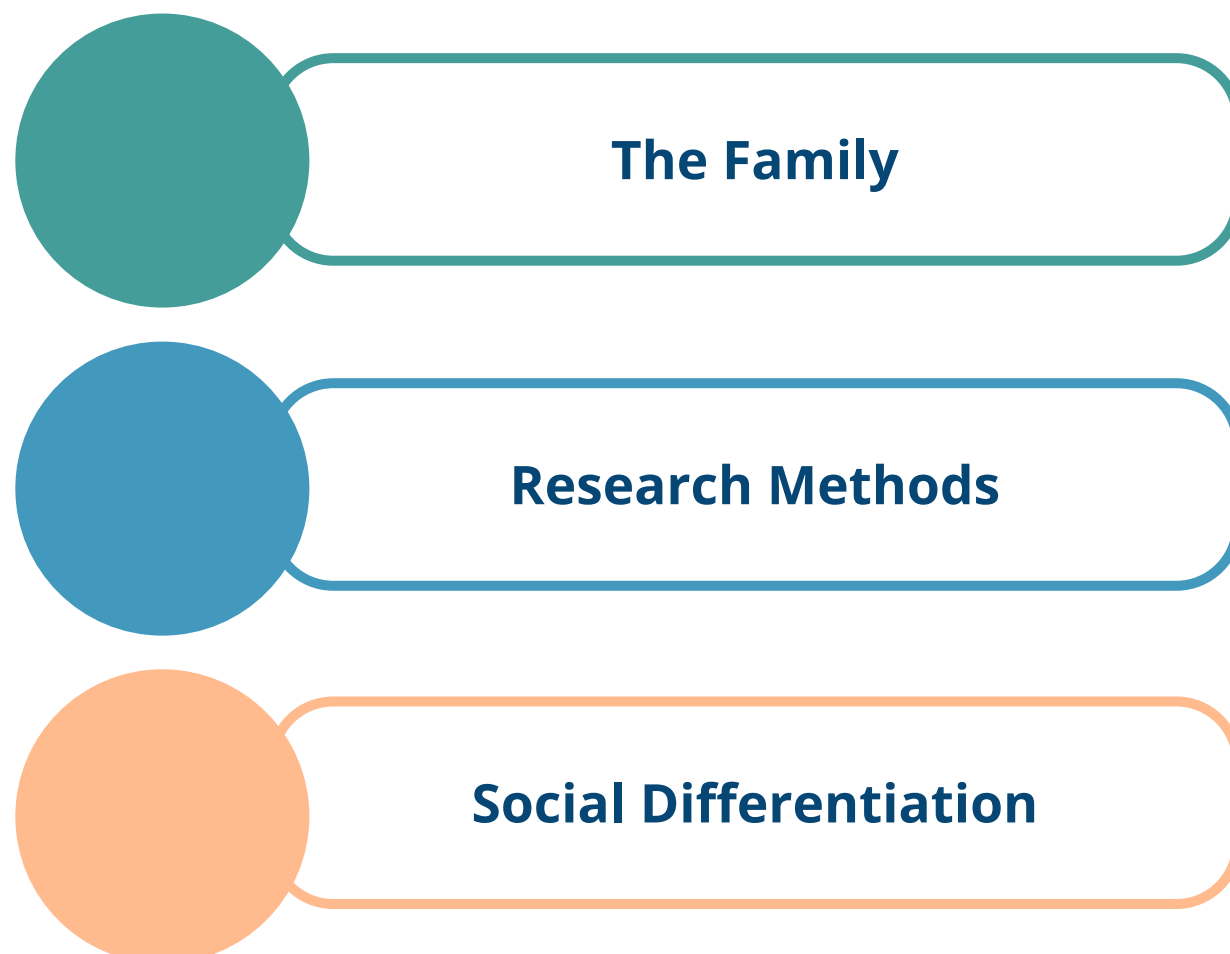
- Demonstrate relevant, comprehensive knowledge and understanding of a wide range of sociological theories and concepts, different sociological perspectives, evidence and methods
- Apply relevant sociological theories, concepts, evidence and methods accurately to UK some some global contexts, using a wide range of subject-specific terminology
- Critically analyse and evaluate a range of information and evidence, constructing a sustained line of reasoning that leads to informed arguments, substantiated judgements and well-evidenced conclusions about contemporary social life



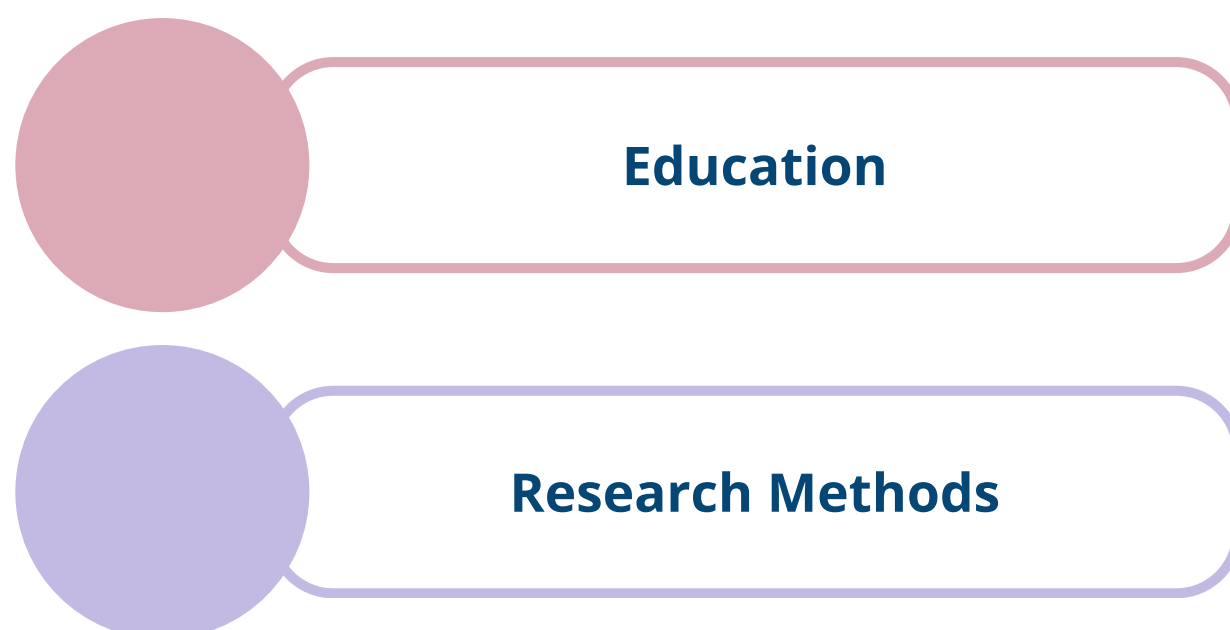
GCSE Sociology

Overview

The topics covered in Year Ten are:

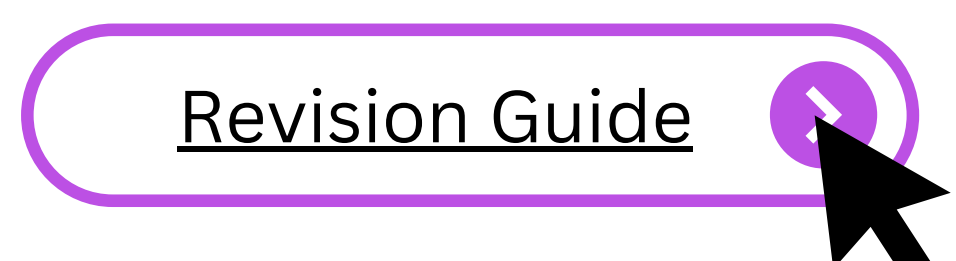
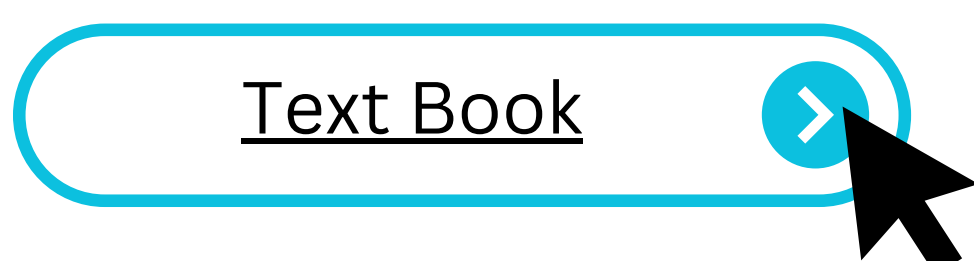


The topics covered in Year Eleven are:



WJEC textbook and revision guide

The textbook contains specific information for each topic, including a range of activities that will help students to think sociologically, a sociological enquiry and research methods section and an exam practice chapter. You can purchase revision resources through the links below:



Non-Core Subjects

GCSE Psychology

Subject Overview

GCSE Psychology

OCR

J203

Why study Psychology?

If you are interested in human and animal behaviour and wonder why people act the way they do then GCSE Psychology is for you. You will consider moral, social, cultural and contemporary issues through a wide range of topic areas and research. You will learn about social, biological and developmental psychology through which you will explore: Brain Structure and Function, Crime, Development, Memory, Social Influence, Sleep and Dreaming and Psychological Problems. You will learn why research is important and how to ethically conduct your own research. You will be presented with a number of opportunities to explore psychology outside of the classroom, delve into topics that interest you and debate whether unethical research is necessary to better understand humans behaviour.

Course description:

Pupils will learn to:

- Engage in the process of psychological enquiry by developing as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Develop an awareness of why psychology matters, how it works and its essential role in society.
- Understand the relationship between psychology and social, cultural, scientific and contemporary issues and its impact on everyday life.
- Develop an understanding of ethical issues in psychology and the contribution of psychology to individual, social and cultural diversity.
- Develop a critical approach to scientific evidence and methods.

Examination assessment information:

A two-year course examined at the end of Year 11. *School assessment will take place in Lent term of Year 10 and Michaelmas term of Year 11.*

Written Paper 1h 30m. Unit 1: Criminal Psychology, Development, Psychological Problems, Research Methods

Written Paper 1h 30m. Unit 2: Social Influence, Memory , Sleep and Dreaming, Research Methods

There is no coursework.

Grading:

9-1 – there are no tiers of entry – all students sit the same examination papers.

Next steps:

GCSE Psychology develops skills which are important for both the workplace and further education. This GCSE provides an excellent basis for continuing study to GCE A- level.



GCSE Psychology

Skills for Success

To achieve grade 5, candidates will be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology
- Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgements supported by some evidence
- Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints.

To achieve grade 2, candidates will be able to:

- Demonstrate basic psychological knowledge and understanding and apply, in a limited way, a few concepts, terms and theories using some psychological terminology
- Use some simple mathematical skills
- Make simple judgements with some reference to evidence
- Make basic comments that demonstrate some awareness of competing viewpoints

To achieve grade 8, candidates will be able to:

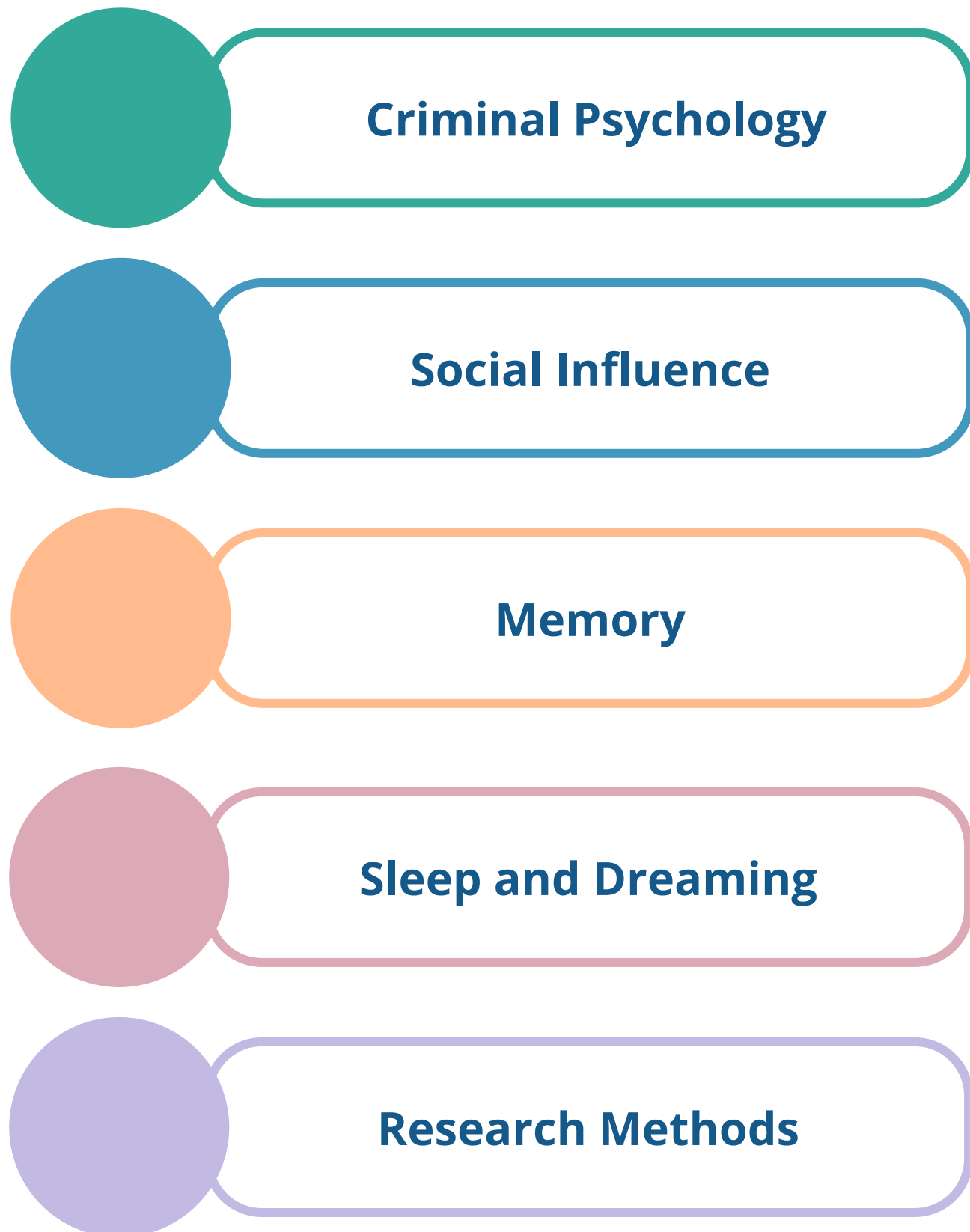
- Demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts using accurate psychological terminology
- Use a range of mathematical skills relevant to research methods in psychology
- Critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements
- Critically evaluate psychological ideas and research methodology, developing well-evidenced conclusions from competing viewpoints



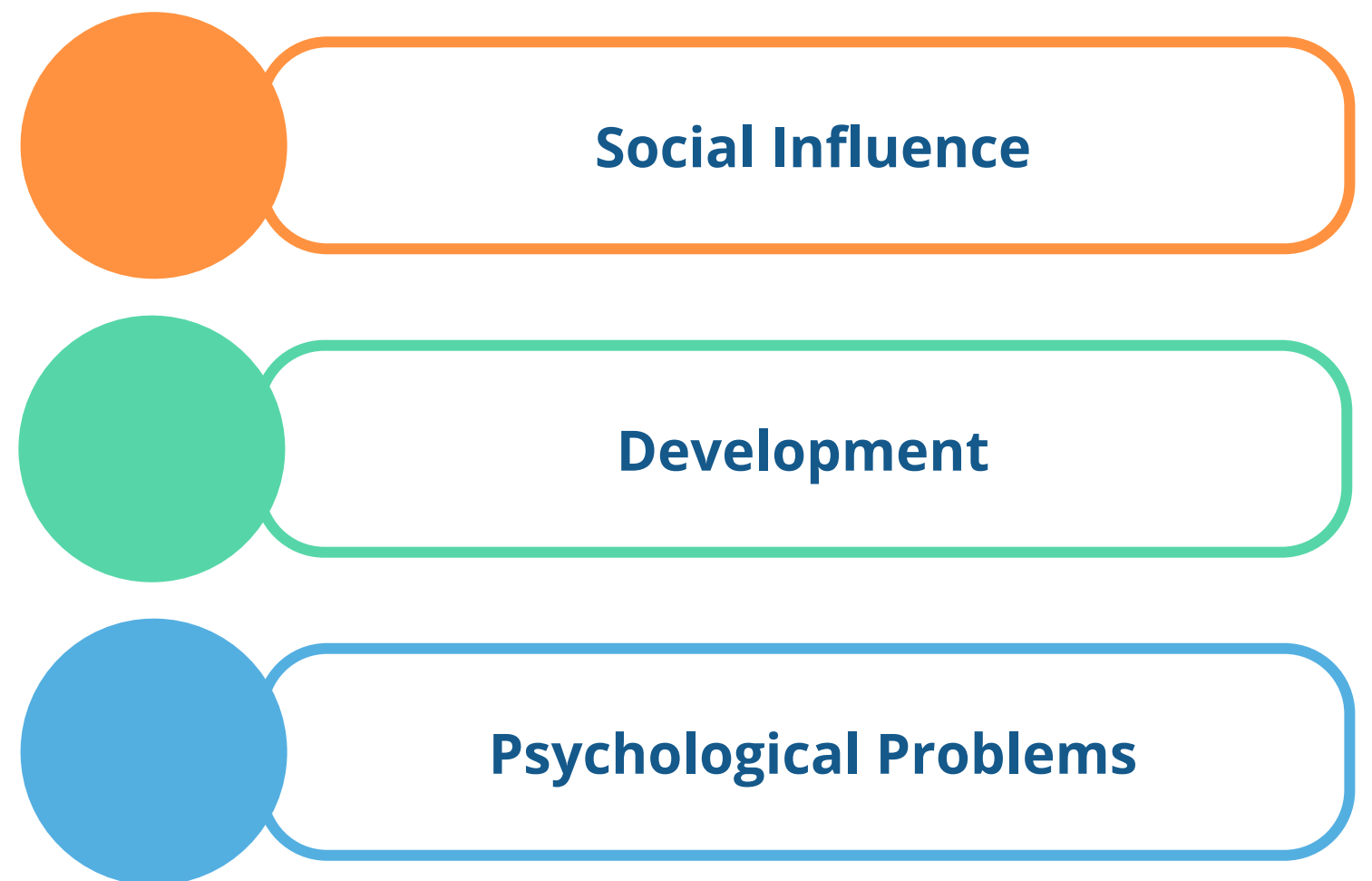
GCSE Psychology

Overview

Topics covered in Year Ten:

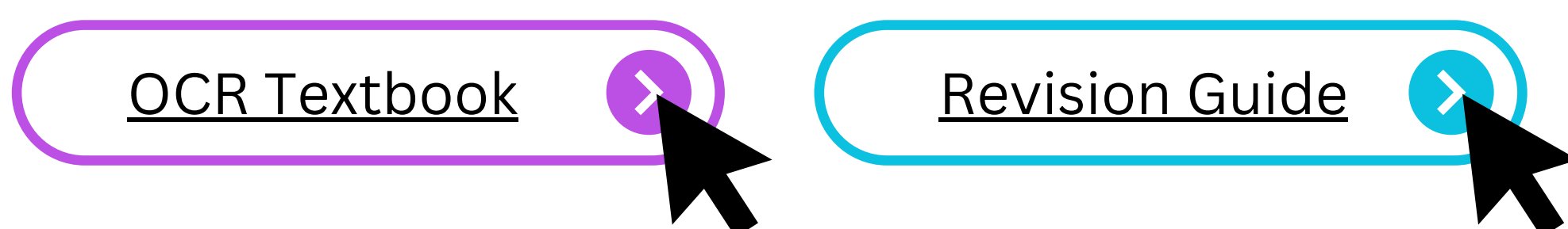


Topics covered in Year Eleven:



OCR textbook and revision guide

To purchase these books, click the links below:



General E-Learning Resources

Within the subject breakdowns above, some topic-specific revision information has been provided by teachers for the upcoming formal assessments. At More House School, we also recommend that pupils access **GCSEPOD** for revision guidance and resources.

GCSEPOD is suitable for all learners and all levels. It has a popular self-quizzing element called *Check & Challenge* which aids retrieval. It can also be used with *Read Aloud* via Microsoft Edge browser. The Learning Development Centre at More House School also uses **GCSEPOD** as a resource to support students with strategies on how to revise.

Information and guidance for logging in and using **GCSEPOD** can be found in the 'Documents' section of the Parent Portal.



More House is synced with **SENECA** learning. All pupils can log on using their email username and password.

SENECA's smart learning algorithms are academically proven to help your child remember topics 2x faster than traditional methods. If your child gets a question wrong, they will be shown the content again in a different format and at the perfect moment. **SENECA** has also hand-selected the best GIFs and memes on the internet so revision makes your child laugh instead of stressed.

Both resources must be accessed via the synced links within the **Student Home page.**

BBC Bitesize has free, high quality educational resources created by the BBC. It features revision guides, videos, quizzes, games, articles and more. **BBC Bitesize** is a trusted source of information, has clear and concise explanations and a variety of learning materials to suit different needs.

BITESIZE



Supporting reading at home

The More House School Library has a wealth of information and resources to support reading from home. Visit the below link to find out how to celebrate reading in all its forms, dispelling many myths such as graphic novels and audio books don't count. We find that encouraging the widest variety of reading encourages the reading!

[Reading Rocks](#)



Sora is the school library's online ebook and audio book collection.


Our online library is curated into different collections on the 'EXPLORE' page, including:

- Collections of ebooks, audiobooks and readalongs focused on junior years projects for wider reading around their termly project subject. Both fiction and non fiction
- Senior science collection for wider reading for pleasure around the subject
- Readalong collection for struggling readers where text is highlighted as you hear it
- Extensive collections of fiction, non-fiction and classic audio books for access to more complex vocabulary and plot than pupils' reading levels can access
- Audio books can also be used in conjunction with hard copies from the library to read along. You can speed up or slow down the audio to match your reading speed
- Graphic novel ebooks for those that like comics
- Non-fiction and fiction Spanish collection for wider reading and practice of Spanish
- Variety of genre based collections in popular topics like animals, sport and gaming to encourage reluctant readers


There is an Open Dyslexic font available and you can change the background colour and zoom in and out of ebooks





Sora is also available as a free app which you can download to any device. Just search for 'soraapp' in your appstore.

There are also personal targets and achievements to work towards under the 'ME' tab.

Sora from home... 

Via a Web Browser
student.morehouse.school
Use your normal school username and password to login.
Then when you click the 'Sora' icon it will automatically login.

Via the Sora App

Download the Sora app from your app store direct to your phone or tablet.
Use your normal school email and password to login.

Explore
 Home  Explore  Shelf  Me
for the latest new stock

[More House School Library](#)



