



Collingwood  
College  
BELIEVE SUCCEED

**YEARS 10  
AND 11  
CURRICULUM  
INFORMATION**

**2024-2025**



<b>CONTENTS</b>	<b>PAGE</b>
Curriculum Information	1
Non-examination Assessments	2
Art, Craft and Design	4
Art and Design Photography	7
Business	9
BTEC Tech Award in Child Development	11
Citizenship	13
Cambridge National Award in Creative iMedia	15
Cambridge Nationals in IT	
Computer Science	17
Drama	19
English – Year 10 English – Year 11	21 23
Film Studies	25
Geography	27
History	29

<b>CONTENTS</b>	<b>PAGE</b>
Languages	31
Mathematics	33
Media Studies	35
Cambridge Nationals in Sport Science	37
Performing Arts	39
Physical Education	41
Psychology	43
Religious Studies	45
Combined and Single Sciences	47
Combined Science (Trilogy)	50
Science – Year 10 Setting	52
Sociology	54

Continued ...../

<b>CONTENTS</b>	<b>PAGE</b>
Level 1 Certificate in Engineering (EAL) – 2 Year course	56
<b>Technology 3 Year courses</b>	
Engineering in Manufacture	58
Food Preparation and Nutrition	60
Product Design	63
Systems & Control – Cambridge Nationals Level 2	65
PSHE	67
Year 10/11 Setting Policy	68
Year 10/11 Home Learning Timetables	69

## **Curriculum Information 2024-2025**

This booklet is intended to help both students and parents/carers by providing information on external qualifications being completed during 2024-2025. It includes full details of the non-examination assessments and coursework requirements of each of the subjects offered within the College. The intention is that students and parents/carers will be able to use the information to help plan their study time effectively.

Students will complete non-examination assessments in some of their two year and three-year courses. This requires a higher level of supervision from teachers, and we would ask all parents/carers to read the important guidance information on non-examination assessments.

Students will be given adequate opportunities to practice for all assessments and this booklet gives them the opportunity to see the kind of programme that they need to work to, given their choice of option subjects. It is important that students plan for all assessments and do not leave everything to the last minute. Deadlines must be met and completed work handed in when required.

Students need to attend regularly and check to ensure that they have made the correct preparation, especially for oral or practical work.

We recommend that parents/carers keep a copy of this booklet to hand throughout the GCSE years.

(The information given in this booklet is accurate at the time of publication)

## Non-examination assessments

### Information for candidates: non-examination assessments

**When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.**

If there is anything that you do not understand, you **must** ask your teacher.

### Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must independently draw your own conclusions from the data.**

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use pre-prepared on-line solutions — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive, or obscene material.

### Research and using references

In some subjects you will have an opportunity to do some independent research into a topic.

The research you do may involve looking for information in published sources such as textbooks, encyclopaedia's, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

### The regulations state that:

**'The work which you submit for assessment must be your own'.**

**'You must not copy from someone else or allow another candidate to copy from you'.**

When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called 'referencing'.

You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, p29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: <http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2023.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Curran, J. Mass Media, and Society (Hodder Arnold, 2005).

**If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.**

### **Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Do not think you will not be caught; there are many ways to detect plagiarism.

Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read or seen the source you are using, or even marked the work you have copied from!

Markers can spot changes in the style of writing and use of language.

Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### **Penalties for breaking the regulations**

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks.
- you will be disqualified from that component for the examination series in question.
- you will be disqualified from the whole subject for that examination series.
- you will be disqualified from all subjects and barred from entering again for a period.

The awarding body will decide which penalty is appropriate.

**REMEMBER – IT IS YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**

## Art, Craft and Design (AQA)

GCSE Art, Craft and Design covers coursework and a controlled assessment.

**Skills:** Students refine and develop a whole range of skills during the GCSE course including mixed media, photography, printing, painting, and photoshop

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 24-30

**Home Learning:** This is a very important feature of the course, as students work regularly in their sketchbooks to prepare material to work from in lessons. This will include recording ideas through drawing and photography, developing ideas and experimenting in different media. Students are also expected to analyse artists' work and annotate their sketchbooks throughout.

**Materials/equipment:** Students will need to purchase an Art pack at the start of the course. All lessons are well supplied with materials not included in the pack.

**Assessment and Reporting:** Coursework deadlines will be determined in accordance with the nature of the project set. Students will be informed of these deadlines by members of staff as and when appropriate. The portfolio must be completed by the end of the first term of the academic year in which the GCSE is taken. The externally set assignment is carried out in the following term.

Component 1: Portfolio	60%
Component 2: Externally set assignment	40%

### How parents/carers can help:

- Whenever possible plan a visit to an exhibition or gallery
- Watch any interesting programmes on artists and photographers
- Provide a space for their creative practical home learning
- Check that work is completed in sketchbooks weekly

### Useful Websites:

<a href="http://www.moma.org">www.moma.org</a>	<a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a>
<a href="http://www.tate.org.uk">www.tate.org.uk</a>	<a href="http://www.designmuseum.org">www.designmuseum.org</a>
<a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>	<a href="http://www.royalacademy.org.uk">www.royalacademy.org.uk</a>

## Art, Craft and Design (AQA)

**Brief Synopsis:** Students who are taking GCSE Art, Craft and Design can choose to work in a range of media, as this is a broad course exploring practical and contextual work. This can include painting, 3D, print making, mixed media, photography, and photoshop.

**Topics Studied:** Students have exciting and stimulating opportunities to explore their interests in ways that are personally relevant. During the course they complete in depth projects based on themes such as Natural and Manmade and Identity. From this body of work, a selection is made towards the students' portfolio submission, which meets the assessment objectives.

### 2 Year ART - Year 10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<u>Portfolio Natural and Manmade</u> Record ideas from primary and secondary sources Develop ideas informed by artists and other sources Record through photography & drawings	<u>Portfolio Natural and Manmade</u> Record ideas from primary and secondary sources Develop ideas informed by artists and other sources Record through photography & drawings	<u>Portfolio Natural and Manmade</u> Develop ideas informed by artists and other sources Record through photography & drawings Refine ideas by selecting appropriate materials, techniques, and processes	<u>Portfolio Natural and Manmade</u> Refine ideas by selecting appropriate materials, techniques, and processes Ensure work addresses the four assessment objectives and produce a final outcome/s	<u>Portfolio Identity</u> Record ideas from primary and secondary sources focusing on objects, places and faces/self-portrait. Develop ideas informed by artists and other sources Record through photography & drawings artists	<u>Portfolio Identity</u> Record ideas from primary and secondary sources focusing on objects, places and faces/self-portrait. Develop ideas informed by artists and other sources Record through photography & drawings artists

### Year 11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2
<u>Portfolio Identity</u> Develop ideas informed by artists and other sources Record through photography & drawings Refine ideas by selecting appropriate materials, techniques, and processes	<u>Portfolio Identity</u> Refine ideas by selecting appropriate materials, techniques, and processes Ensure work addresses the four assessment objectives and produce a final outcome/s	<u>Externally set assignment</u> GCSE exam papers issued Record ideas from primary and secondary sources Develop ideas informed by artists and other sources Record through photography & drawings Refine ideas by selecting appropriate materials, techniques, and processes	<u>Externally set assignment</u> Refine ideas by selecting appropriate materials, techniques, and processes Ensure work addresses the four assessment objectives and complete a ten-hour exam to produce an outcome



## Art and Design Photography (AQA)

GCSE Photography involves a coursework portfolio of two projects and a controlled assignment.

**Skills:** Students refine and develop a whole range of skills during the GCSE course including digital camera skills, studio lighting, digital image manipulation and creative use of Photoshop.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 24-30

**Home Learning:** This is a very important feature of the course, as students continue their learning and take photographs to use in lessons. This will include recording ideas through drawing and photography, developing ideas and experimenting in different media. Students are also expected to analyse photographers' work and annotate their sketchbooks throughout.

**Materials/equipment:** Students will need to purchase a Photography pack at the start of the course that includes project folders, carry holder and an SD card. College provides all darkroom equipment and the use of a selection of digital and film cameras.

**Assessment and Reporting:** Coursework deadlines will be determined in accordance with the nature of the project set. Students will be informed of these deadlines as and when appropriate. The portfolio must be completed by the end of the first term of the academic year in which the GCSE is taken. The examination is carried out in the following term. Students also submit a file which contains all technical notes, photographic analysis work and their research and development work.

Controlled assessment - Portfolio: 60%

Externally set task - Examination: 40%

**How parents/carers can help:** By taking an active interest in their photography learning

- Students are advised to obtain a digital camera (DSLR preferred) but is not essential at the start.
- Whenever possible plan a visit to an exhibition or gallery
- Help with going to interesting places to take photographs
- Watch any interesting programmes on photographers and artists
- Provide a space for their creative practical home learning
- Check they spend approximately 1 ½ hours per week in their book or taking relevant photos

**Useful Websites:** [www.tate.org.uk](http://www.tate.org.uk)  
[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)  
[www.adobe.com/uk/products/photoshop.html](http://www.adobe.com/uk/products/photoshop.html)  
[www.photography.nationalgeographic.com/photography](http://www.photography.nationalgeographic.com/photography)

[www.thephotographersgallery.org.uk](http://www.thephotographersgallery.org.uk)  
[www.npg.org.uk/](http://www.npg.org.uk/)  
[www.magnumphotos.com](http://www.magnumphotos.com)



## Art and Design Photography (AQA)

**Brief Synopsis:** GCSE Photography involves a coursework portfolio of two projects and a controlled assignment. The first component, coursework consists of two practical assignments and must include all relevant research and development work. The controlled assignment or examination, requires students to respond to one of a set of questions, set by the examination board.

**Topics Studied:** Students have exciting and stimulating photographic and imaging opportunities to explore their interests in ways that are personally relevant. During the course, students complete two projects based on broad themes to enable personal choice and independent learning.

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<u>Genres - introduction to Photography</u> Learn all skills and techniques required including using digital cameras, lighting, composition, photo manipulation and presentation	<u>Genres</u> Be inspired and develop work in a range of chosen photographer styles Take photographs that are relevant to intentions and edit appropriately	<u>Genres</u> Continue to learn new techniques and develop photographic skills Be informed by a photographer's style to develop work into a personal response	<u>Genres</u> Use any photographic style or technique to create an outcome which demonstrates the best of your ability and represents the theme Genres	<u>Structure</u> Explore appropriate photographers that represent different types of structure Shoot and edit a range of photographs Develop annotation skills whilst evaluating your work	<u>Structure</u> Continue to explore a variety of styles and techniques to demonstrate understanding and skills Compulsory trip the Sculpture park
<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<u>Structure</u> Develop work taken at the sculpture park Take photographs that are relevant to intentions and edit appropriately Be informed by a chosen photographer's style to develop work into a personal response	<u>Structure</u> Use any photographic style or technique to create an outcome which demonstrates the best of your ability and represents the Structures theme Ensure all coursework is completed by Jan 1st	<u>Exam</u> GCSE exam papers issued Develop ideas informed by photographers and other sources Be inspired by photographer's work Compulsory trip to the Tate Modern	<u>Exam</u> Develop ideas through research and investigations Refine ideas by selecting appropriate materials, techniques, and processes	<u>Exam</u> Ensure work addresses the four main assessment objectives for GCSE Photography Complete a ten-hour exam and produce a practical outcome	Exam complete

## **Business (OCR)**

Business Studies is relevant to all students regardless of their future career aspirations and provides an insight into the dynamic, ever-changing world of commerce. Business Studies aims to make students informed consumers who understand the influence businesses have on our everyday lives.

**Skills:** Students will gain independent learning, time management and teamwork skills in addition to organisation, research, extended writing, and presentation skills.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually around 30 students

**Home Learning:** Students will be expected to complete, on a weekly basis, tasks of the following nature – Research projects, Exam Questions and Worksheets. These should be approximately 30 minutes in length.

**Materials/equipment:** Students will need to be equipped with black pens, pencils, a ruler, and a calculator.

### **Year 10 - Assessment and Reporting:**

Business 1 - Business Activity, Marketing and People. This unit is assessed at the end of Year 11 with an exam worth 50% of the final mark.

Finance is covered at the end of Year 10 in the summer term - This unit is assessed at the end of Year 11 with an exam worth 50% of the final mark.

### **Year 11 - Assessment and Reporting:**

Business 2 focuses on Operations, Finance, and Influences but also there are synoptic links and a focus on interdependent nature of business. This paper is also 90 minutes and worth 50% of their overall GCSE grade.

### **How parents/carers can help:**

- It would be very useful to the students if they had computer and internet access, and printing facilities
- Parents could encourage their children to watch the news and to discuss with them current events and business-related events
- It would help students if parents took their child (where possible) to work with them for some practical business application
- Watching and discussing TV shows like The Apprentice and Dragon's Den will help their studies

### **Useful Websites:**

Tutor2u

BBC Bitesize

Seneca Learning

OCR Business – Access Specification and Past Papers

## Business (OCR)

**Brief Synopsis:** The GCSE course is a modular structure and requires the students to complete two units.

**Topics Studied:** Business Ownership, Marketing, Finance, Human Resources, Operations, Ethics, Consumer Law, The Economic Climate and Globalisation.

Each unit completed will have a topic test.

### Year 10 Students

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Business Activity	Business Activity Marketing	Marketing People	People	People	Finance Paper 1 Mock

### Year 11 students

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Operations Finance	Paper 1 Mock Operations Influences	Influences Interdependence Paper 2 Mock	Revision Exam Practice	Revision Exam Practice	Exam Complete

## **BTEC Tech Award Child Development (Edexcel)**

BTEC Tech Award Child Development is an industry linked qualification which is aimed at students who would like to work in childcare.

**Skills:** Students will communicate with adults and children. They will also acquire play skills with different age ranges and learn to relate to children with physical or learning disabilities.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 15 - 26

**Home Learning:** Students will be expected to complete weekly tasks of the following nature – Research Tasks, Questions and Worksheets. These should be approximately 30 minutes in length.

**Materials/equipment:** Students will have access to induction materials, a specialist course textbook, course handbook, exercise books and folders for storage of completed work. Students are expected to use Teams to store class notes and coursework in progress. Students will be expected to bring a pen to every lesson. Students will have access to computers for most lessons.

**Assessment and Reporting:** Assessment is mostly by coursework which is divided into components of work. One of the mandatory components will be externally examined, the other two components will be internally set under exam conditions, internally marked, and externally moderated. All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

### **How parents/carers can help:**

- Parents can help monitor the progress of their child by referring checking their progress against the expected completion dates. A copy of the assessment criteria will be included in each component to help with parental and student assessment.
- Identify and promote the reading of articles found in newspapers and magazines related to the subject topic.
- It will be very useful if parents are aware of each of the three component examination sessions.
- Under supervision students can watch television programmes about related issues, such as programmes introduced by Professor Robert Winston on the BBC or programmes advertised as relating to child development or childcare.

**Useful websites:** [www.edexcel.com](http://www.edexcel.com) [www.education.gov.uk](http://www.education.gov.uk) [www.playengland.org.uk](http://www.playengland.org.uk) [www.hsc.gov.uk](http://www.hsc.gov.uk)

## BTEC Tech Award Child Development (Edexcel)

**Brief synopsis:** The BTEC Tech Award Child Development is an industry linked qualification which is aimed at students who would like to acquire sector-specific applied knowledge through vocational contexts by planning, developing, and adapting play opportunities suitable for young children across five areas of development. All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

### Topics Studied:

Component 1 - Children's Growth and Development (Internal Assessment)

Component 2 - Learning through Play (Internal Assessment)

Component 3 – Supporting Children to Play, Learn and Develop (External Assessment)

### Year 10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component 1 Children's Growth and Development LOA: Understand the principles of growth and development	Component 1 Children's Growth and Development LOA: Understand the principles of growth and development	Component 1 Children's Growth and Development LOB: Understand how factors impact on children's overall development	FINAL set assessment for Component 1 taken in March 2025	Component 2 – Learning Through Play LOA: Understand how children play	Component 2 – Learning Through Play LOB: Understand how children learn

### Year 11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
FINAL set assessment for Component 2 taken in Oct 2026	Component 3 Supporting Children to Play, Learn and Develop LAA -Investigate individual circumstances that may impact on learning	Component 3 Supporting Children to Play, Learn and Develop LAB - Create safe environments to support play, learning and development	Component 3 Supporting Children to Play, Learn and Develop LAC - Adapt play to promote inclusive learning and development	FINAL exam for Component 3 taken in May 2026

## Citizenship (AQA)

GCSE Citizenship can be taken as a 1- or 3-year course option.

**Skills:** GCSE Citizenship Studies is a course that aims to motivate and enable young people to become the Lawyers, politicians, community organisers and law enforcement officers of the future.

**Setting:** Students are taught in mixed ability groups. All students take the same examination papers.

**Class Sizes:** Usually between 22 - 31 students.

**Home Learning:** Home Learning is set once a week. There ought to be rigorous revision in the lead up to end of topic assessments.

**Material/equipment:** Students should come prepared with their Super 7 equipment (including a good quality pen) plus coloured highlighters.

**Assessment and Reporting:** The course is linear and is comprised of two exams:

Paper	Length	Topics covered	Question types
1	105 minutes	Active Citizenship (campaigning in the community) Politics	A combination of multiple-choice, source-based questions, extended written answers
2	105 minutes	Life in modern Britain Legal and political rights and responsibilities	A combination of multiple-choice, source-based questions, extended written answers

**How parents/carers can help:** encourage your son/daughter to watch a news bulletin daily and download a news alert app on their smartphones if they have one. Providing a newspaper to read on a regular basis would be a big help. Support teachers by checking that revision is being done ahead of mocks and in ensuring students attend resits of mocks if required.

### Useful websites:

<http://www.bbc.co.uk/news>

<https://www.theguardian.com/uk>

<http://www.independent.co.uk/>

## Citizenship (AQA)

**Brief Synopsis:** GCSE Citizenship Studies is a humanities subject that aims to motivate and enable young people to become the Lawyers, civil servants, politicians, community organisers and law enforcement officers of the future. The course will particularly interest students that are adept at debating issues and take an interest in topical news.

### Topics Studied:

**Life in Modern Britain:** In this theme students will look at the make-up, values, and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.

**Rights and responsibilities:** In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.

**Politics and Participation:** In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.

**Active Citizenship:** Students conduct their own investigation and project into an issue of interest to them in the other 3 themes.

<b>3-year option - Years 9 - 11</b>
<b>Year 9:</b> Life in Modern Britain, Rights and Responsibilities
<b>Year 10:</b> Rights and Responsibilities & Politics and participation/
<b>Year 11:</b> Politics and participation/Active Citizenship Project
Revision from March.



## Cambridge National Award in Creative iMedia (OCR)

This course contains practical elements which provide opportunities to apply creative ICT in various ways. Although there is a strong emphasis on practical work, students will also participate in discussions, deliver presentations, and produce written commentaries and detailed coursework reports on what they have done.

**Skills:** This course will equip students with a range of skills and provide opportunities to develop, in context, transferable skills such as exploring, researching, and planning work, both individually and collaboratively, creating products and resources using industry-level software (mainly the Adobe suite) and reviewing and refining the finished product. This will help you to develop independence and confidence in using skills that would be relevant to the media industry.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 20-30

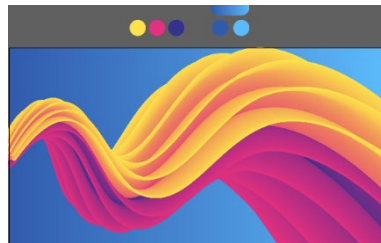
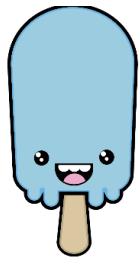
**Home Learning:** This is set on a weekly basis and mainly consists of tasks that consolidate and enhance learning that has taken place in the classroom and continuation of coursework. All students will also be issued with revision guides which will assist them in revising for their mock.

**Materials/equipment:** In addition to the usual Super 7 equipment, it is useful for students to have good quality colouring pencils and a set of coloured fine liners. Students will have access to industry standard Adobe suite software and additional hardware, like graphics tablets, still and video cameras. Where possible students should purchase a copy of the course revision book – Clear Revise OCR Creative iMedia (can be purchased via ParentPay)

**Assessments and Reporting:** This course consists of three units. The mandatory unit R093 is assessed by external exam in Y11 and is worth 40% of the total marks. There is one other mandatory unit, R094, which is assessed through a controlled task and externally examined coursework. The other unit is also assessed in this way. Level 2 units are graded as Distinction\*, Distinction, Merit, Pass (equivalent to GCSE 9-4) and Level 1 units are graded as Distinction, Merit, Pass (equivalent to GCSE 3-1).

**How parents/carers can help:** Parents can help by encouraging their child to use any of the resources promoted in class, the revision guides and ensuring that home learning is completed in a timely fashion.

**Useful websites:** The Adobe suite of software can be downloaded free of charge from [www.adobe.com](http://www.adobe.com) using your Collingwood username and password.



## Cambridge National Award in Creative iMedia (OCR - 2-year course)

### Brief Synopsis:

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and one optional unit.

### Topics Studied:

Creative iMedia in the Media industry, Visual identity and Digital graphics, Characters and comic

### Year 10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Creative iMedia in the Media industry</b>  Theory and skills teaching	<b>Visual identity and digital graphics</b>  Controlled task from OCR – research, plan, review	<b>Visual identity and digital graphics</b>  Theory of digital graphics, Photoshop skills training  <b>Unit R093: Creative iMedia in the Media industry</b>  Theory & skills teaching	<b>Creative iMedia in the Media industry</b>  Theory of digital graphics, Photoshop skills training  <b>Unit R093: Creative iMedia in the Media industry</b>  Theory & skills teaching	<b>Characters and Comics</b>  Controlled task from OCR – research, plan, review  <b>Unit R093: Creative iMedia in the Media industry</b>  Theory & skills teaching	<b>Characters and Comics</b>  Controlled task from OCR – research, plan, review  <b>Unit R093: Creative iMedia in the Media industry</b>  Theory & skills teaching

### Year 11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Characters and Comics</b>  Theory and skills teaching	<b>Characters and Comics</b>  Controlled task from OCR – research, plan, review	<b>Characters and Comics</b>  Improvements to Controlled task from OCR – research, plan, review	<b>Creative iMedia in the Media industry</b>  Theory & skills teaching in preparation for exam	<b>Creative iMedia in the Media industry</b>  Theory & skills teaching in preparation for exam	

## Cambridge Nationals in IT

This course contains practical elements which provide opportunities to apply IT in various ways. Although there is a strong emphasis on practical work, students will also participate in discussions, deliver presentations, and produce written commentaries and detailed coursework reports on what they have done. As part of the Cambridge national, you will cover the key principles and concepts when creating IT products, creating complex spreadsheet solutions to meet requirements, how augmented reality can be used to present information and how to create an augmented reality model prototype to be tested and reviewed.

**Skills:** You will develop a range of skills to help you succeed not only in the workplace but in other subjects too. These skills include:

• Analytical skills	• Problem solving
• Creative thinking	• Research and planning
• Digital presentation	

No matter what you progress on to - the skills you learn will prepare you for the future.

**Setting:** Students are taught in mixed ability groups

**Class Size:** Usually between 20-30

### Home Learning:

This is set on a weekly basis and mainly consists of tasks that consolidate and enhance learning that has taken place in the classroom and continuation of coursework. All students will also be issued with revision guides which will assist them in revising for their mock.

**Materials/equipment:** Access to Microsoft office 365 account. The coursework units will be completed during the lesson time, so no specialist software is needed. Homework will be set using OneNote and eRevision website.

**Assessment and Reporting:** R050 is an examined unit where you will sit 1 ½ hour exam paper, which is set and marked by OCR. Units R060 and R070 are assessed through a series of tasks for a set assignment that you will be given. The assignments are set by OCR, marked by your teachers and then moderated by OCR.

### How parents can help:

- encouraging and supporting their child with work done at home
- sharing our belief that ICT skills and knowledge are a necessity

**Useful websites:** [www.office.com](http://www.office.com) – access to Office 365 applications  
<https://www.bbc.com/bitesize/subjects/> - education resources for IT and Computer Science

## Cambridge Nationals in IT

**Brief Synopsis:** The OCR Level 1/2 Cambridge National Certificate in IT consists of two mandatory units and one optional unit.

**Topics Studied:** IT in the Digital World, Data manipulation using spreadsheets and Using Augmented reality to present information.

Year 10 Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>IT in the Digital world</b> Theory and skills teaching – TA1 - Design tools TA2 Human Computer Interface	<b>Data Manipulation using spreadsheet</b> Controlled task from OCR – plan and design spreadsheet solution	<b>Data Manipulation using spreadsheet</b> Creating the spreadsheet solution.  <b>IT in the Digital world</b> Theory & skills teaching TA3 Data and testing	<b>Data Manipulation using spreadsheet</b> Testing and evaluating the spreadsheet solution.  <b>IT in the Digital world</b> Theory & skills teaching TA4 Cyber security and legislation	<b>IT in the Digital world</b> Theory & skills teaching TA5 Digital communications  <b>Using Augmented reality to present information</b> TA1 Purposes and uses of AR. The sectors that use AR and what they use it for. Types of AR and user interaction	<b>Using Augmented reality to present information</b> TA2 Designing an AR model prototype  <b>IT in the Digital world</b> Theory & skills teaching TA6 Internet of everything
Year 11 Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Using Augmented reality to present information</b> TA3 Creating and AR prototype Controlled task from OCR – TA3 Creating an AR prototype	<b>Using Augmented reality to present information</b> Controlled task from OCR – TA3 Creating an AR prototype	<b>Using Augmented reality to present information</b> Controlled task from OCR – TA4 Testing and reviewing an AR  <b>IT in the Digital world</b> Theory & skills teaching	<b>IT in the Digital world</b> Theory & skills teaching in preparation for exam	<b>IT in the Digital world</b> Theory & skills teaching in preparation for exam	



## Computer Science (AQA)

**Brief Synopsis:** This GCSE course will give students the opportunity to develop their understanding of current and emerging technologies and how they work. They will look at the use of algorithms in computer programs and will develop a range of programs to solve specific problems. They will evaluate the effectiveness of their solutions and the impact of computer technology in society. By the end of the course, they will hopefully have become independent and discerning users of IT.

### Topics studied:

- Components of a computer system
- Data Representation
- Computer communications and networking
- Programming

Autumn Term 1 Year 10	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Theory</b> Computer Systems Boolean Logic Software classifications  <b>Programming</b> Revision of all topics and tackling larger problems	<b>Theory</b> Computer Systems Networks  <b>Programming</b> Revision of all topics and tackling larger problems	<b>Theory</b> Legal, Ethical and Environmental issues  <b>Programming</b> Exam Style questions	<b>Theory</b> Cyber Security  <b>Programming</b> Exam Style questions	<b>Theory</b> Database structure  <b>Programming</b> Exam Style questions	<b>NEA Task</b> SQL  <b>Programming</b> Exam Style questions
Autumn Term 1 Year 11	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Theory</b> Revision of: <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming and Pseudocode</li> <li>• Character encoding</li> <li>• Graphics</li> </ul>	<b>Theory</b> Revision of: <ul style="list-style-type: none"> <li>• Data Representation:</li> <li>• Binary Number System</li> <li>• Hexadecimal</li> </ul>	<b>Theory</b> Revision of: <ul style="list-style-type: none"> <li>• Data Representation:</li> <li>• Sound</li> <li>• Compression</li> <li>• Computer Systems</li> <li>• Networks</li> <li>• Cyber Security</li> </ul>	<b>Mock Examination</b>  <b>Past papers in preparation for exam</b>	<b>Past papers in preparation for exam.</b>	

## GCSE Drama (AQA)

You will develop your Drama skills to a higher, more sophisticated level; enjoy working as an individual or in a group, applying your performance, creative and critical skills whilst exploring play texts, contemporary ideas/issues, and live theatre.

**Skills:** Communication and performance which will serve them throughout life

- |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• develop voice and communication skills through the spoken word</li><li>• develop good memory skills</li><li>• foster an appreciation of literature, poetry, and drama</li><li>• interpretative skills and knowledge of the performance process</li><li>• perform confidently to an audience improving public speaking skills</li></ul> | <ul style="list-style-type: none"><li>• imaginative and creative thinking exploring ideas and themes</li><li>• non-verbal communication by exploring body language and facial expression</li><li>• build further self-confidence and self-esteem</li><li>• effective collaboration, speaking and listening skills</li></ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 15 - 28

**Home Learning:**

- |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Research of chosen issues, themes, play texts and characters including social, cultural, historical, and political context</li><li>• Learning lines for Candlelight Soiree and set exam pieces</li><li>• Maintain Drama diary for devising portfolio</li><li>• Completing research on theatre practitioners for practical work</li></ul> | <ul style="list-style-type: none"><li>• Prepare costumes and props for lessons</li><li>• Read newspapers to keep up to date with current events and theatre reviews</li><li>• Independent group rehearsals or attending interventions for practical/written work.</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Materials/equipment:** Super 7 equipment, students will also need to source props, costumes, scripts, sound, and music as required for their work.

**Assessment and Reporting:** AQA GCSE (9-1) Drama consists of two components that are externally assessed and one that is assessed by the centre and externally moderated. Students will complete three components: one devised performance, one text performance and one written exam. Students must study two different texts.

**Understanding drama** – (40%) Externally examined 1hr 45mins written paper - Section A consists of multiple-choice questions on Drama and theatre. Section B contains questions based on the study of Noughts & Crosses by Dominic Cook (Royal Shakespeare Company version). Section C is an extended response analysing and evaluating live theatre.

**Devising drama** – (40%) Students explore a stimulus to create, perform and evaluate their own work. They will work in groups to create their own devised drama based on their exploration of the stimulus. Students can work as either performers or designers creating a portfolio and a final performance.

**Texts in practice** – (20%) Students perform two extracts from one play to a visiting external examiner. Students will be given a play that contrasts with the play studied in Component 1.

**How parents/carers can help:** Listen to their ideas, solo pieces, or scripts. Help them learn lines for their texts in practice performance. Attend the Candlelight Soiree and the devised performance to encourage and support. Check they have remembered to organise equipment for lessons. Provide access to newspapers/ current events/ family history for verbatim work and take or encourage them to see live theatrical productions. Many students are also part of a local Drama club.

**Useful Websites:** [www.bbc.co.uk/schools/gcsebitesize/drama](http://www.bbc.co.uk/schools/gcsebitesize/drama), [www.shakespeares-globe.org](http://www.shakespeares-globe.org) [www.lamda.org.uk](http://www.lamda.org.uk), [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk)

## GCSE Drama (AQA)

**Brief Synopsis:** The GCSE course consists of three components. Component 1 Understanding drama is a 1 hour and 45 minute written exam. Components 2 devising drama is internally assessed and externally moderated. Components 3 texts in practice is marked by visiting examiner.

**Topics Studied:** Understanding drama developing a deeper knowledge and understanding of drama and theatre. Devising drama through the process of creating, performing, and evaluating their own work. Texts in practice rehearsing and performing two extracts from one play using a practitioner style.

Autumn Term 1 – Y10	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Advanced drama techniques and practitioner styles  Live theatre review in preparation for Component 1 Section C.	Devising drama mock, performed at Candlelight Soiree. Component 2  Mock devising log, Component 2.  Introduction to Noughts & Crosses.	Component 3 Scripted mock performance using Noughts & Crosses.  Exploring practitioner styles using text Component 1 - Noughts & Crosses research tasks.	Component 2 Devising drama development and rehearsal.  Component 2 completion of devising log written response 1.	Component 2 rehearsal of devising drama performance.  Component 2 completion of devising log written response 2.  Component 2 Devised exam from April/May	Component 2 completion of devising log written response 3. 2000-word draft  Devised component 2 portfolio submitted Completion of 2000 word devised portfolio July

Autumn Term 1 – Y11	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component 1 exploring text Noughts & Crosses through workshops and written tasks/exam style questions.  Texts in practice Component 3 skills, issuing texts, groups and beginning rehearsal.	Mock Component 1 Understanding Drama exam (November).  Component 3 - Two different extracts from one play. Students may opt to do Acting or a Design skill. Performance can be monologues, duologues, or groups up to 6.	Component 1 theatre trip to professional production for Section C live theatre question. Component 3 rehearsal and development. Mock Component 3 performance to be moderated by drama department.	Final Component 3 performance of 2 extracts to external examiner. (February/March).  Component 1 Section 3 reflecting on live theatre markers in practice and preparing revision notes.	Developing knowledge and understanding of drama and theatre for multiple choice question Component 1. Mock Component 1 Understanding Drama exam in lesson. Exploring questions and improving answers for Component 1 exam.	Component 1 exam. Understanding Drama Component 1 written exam, Section A multiple choice, Section B Noughts & Crosses, Section C evaluation of live theatre.



## English (AQA) Year 10

Whether you are a book worm or book phobic you cannot deny that English is at the heart of every subject. At GCSE, you will develop the skills needed for your exams, the workplace and, more importantly, to communicate well in every aspect of your life. You will study novels, plays and poetry which are both contemporary and period; you will explore ways of communicating orally; and you will experience a variety of writing skills. We are a successful department, and our student voice consistently states that 'English is fun'!

**Skills:** In years 10 and 11 students will refine their analytical skills and develop the confidence needed to tackle the demands of the GCSE syllabus.

**Setting:** Students are set in Year 10. There are (on average) 2 top, 3 middle and 1 lower set in each side of the year.

**Class size:** Between 18 and 32.

**Home learning:** At KS4, students will be expected to prepare for exams at home with various resources. Home learning will always be specifically linked to the course and the exam criteria. We expect students to complete all home learning tasks set; these will often be tasks undertaken before a lesson so that students can come prepared.

**Materials and Equipment:** It is imperative that students bring their own writing equipment with them to every lesson and basics such as pens, pencils and exercise books are compulsory. Highlighters are a necessity in Years 10 and 11. At KS4, exam texts are provided by the school where possible and will be available to purchase via Parent Pay.

**Assessment and reporting – AQA English Language:** Not tiered  
Paper 1 – Explorations in Creative Reading and Writing. 1hr 45 mins. 50%  
Paper 2 – Writers' Viewpoints and Perspectives. 1hr 45 mins. 50%

**Assessment and reporting – AQA English Literature:** Not tiered.  
Paper 1 – Shakespeare and the 19<sup>th</sup> Century Novel. 1hr 45 mins. 40%  
Paper 2 – Modern Texts and Poetry. 2hrs 15 mins. 60%

### How parents/carers can help:

- Encourage your child to experience a range of genres and authors; ask them what they enjoy in terms of hobbies or even films, this could be a good starting point, especially for those who are not keen readers.
- Promote the use of library facilities in their area and the internet to develop research and reading skills.
- Persuade them to read a range of non-fiction material, including a quality newspaper; this is a great way to familiarise students with spellings and vocabulary and is good preparation for their English Language exam.

### Useful websites:

GCSE English Language - AQA - BBC Bitesize  
[www.bbc.co.uk/schools/gcsebitesize/english\\_literature/](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/)  
<http://www.aqa.org.uk/subjects/english/gcse/english-language>  
<http://www.aqa.org.uk/subjects/english/gcse/english-literature>

<http://revisionworld.co.uk/gcse-revision/english-literature>  
[www.englishbiz.co.uk/](http://www.englishbiz.co.uk/)

## English (AQA)

**Brief Synopsis:** In Year 10 and 11 students study GCSE English and English Literature. Over the duration of the GCSE course students work to develop their abilities to communicate effectively in speech and writing; to understand and respond imaginatively to what they hear, read and experience in a variety of media, and to enjoy and appreciate the reading of a wide selection of novels, plays and poetry. There is **no coursework element to the new English (AQA) GCSE and Speaking and Listening is examined separately.**

**Topics studied:** All students will follow GCSE courses in both English Language and English Literature.

### English Language:

Creative and Non-fiction reading tasks  
Comprehension tasks  
Descriptive/narrative writing  
Opinion based writing  
Spoken Language presentations

### English Literature:

19<sup>th</sup>C text: Jekyll and Hyde **or** A Christmas Carol  
Unseen Poetry  
Poetry Anthology: Power and Conflict cluster  
Modern Text: Animal Farm **or** An Inspector Calls **or** The History Boys **or** DNA  
Shakespeare's Macbeth

Autumn Term 1	Spring term 1	Summer Term 1
<b>Literature Paper 1 Pre 19<sup>th</sup> Century</b> <ul style="list-style-type: none"> <li>(Dr Jekyll and Mr Hyde <b>OR</b> A Christmas Carol)</li> <li><b>Language Paper 2:</b> Writer's viewpoints and Perspectives non-fiction Section A</li> </ul>	<ul style="list-style-type: none"> <li><b>Language Paper 1</b> Creative and Non-fiction reading and writing skills</li> <li><b>Literature paper 2 Poetry</b> Unseen poetry comparison.</li> </ul>	<ul style="list-style-type: none"> <li><b>Language:</b> Spoken Language preparation and assessment.</li> <li>Language Paper 1 &amp; 2 mock preparation</li> </ul>
Autumn Term 2	Spring term 2	Summer Term 2
<ul style="list-style-type: none"> <li><b>Literature Paper Pre 19<sup>th</sup> Century</b> <ul style="list-style-type: none"> <li>(Dr Jekyll and Mr Hyde <b>OR</b> A Christmas Carol)</li> </ul> </li> <li><b>Language Paper 2:</b> Writer's viewpoints and Perspectives non-fiction Section B</li> </ul>	<ul style="list-style-type: none"> <li><b>Literature paper 2 Poetry:</b> Power and Conflict comparison.</li> </ul>	<ul style="list-style-type: none"> <li><b>Literature paper 1:</b> Shakespeare's Macbeth recap</li> </ul>



## English (AQA) Year 11

Whether you are a book worm or book phobic you cannot deny that English is at the heart of every subject. At GCSE, you will develop the skills needed for your exams, the workplace and, more importantly, to communicate well in every aspect of your life. You will study novels, plays and poetry which are both contemporary and period; you will explore ways of communicating orally; and you will experience a variety of writing skills. We are a successful department, and our student voice consistently states that 'English is fun!'

**Skills:** In years 10 and 11 students will refine their analytical skills and develop the confidence needed to tackle the demands of the GCSE syllabus.

**Setting:** Students are set in Year 10. There are (on average) 2 top, 3 middle and 1 lower set in each side of the year.

**Class size:** Usually between 18 – 32 students.

**Home learning:** At KS4, the students will be expected to prepare for exams at home with various resources. Home learning will always be specifically linked to the course and the exam criteria. We expect students to complete all home learning tasks set; these will often be tasks undertaken before a lesson so that students can come prepared.

**Materials and Equipment:** It is imperative that students bring their own writing equipment with them to every lesson and basics such as pens, pencils and exercise books are compulsory. Highlighters are a necessity in Years 10 and 11. At KS4, exam texts are provided by the school where possible and will be available to purchase via Parent Pay.

**Assessment and reporting – AQA English Language (8700):** Not tiered

Paper 1 – Explorations in Creative Reading and Writing 1hr 45 mins - 50%

Paper 2 – Writers' Viewpoints and Perspectives - 1hr 45 mins - 50%

**Assessment and reporting – AQA English Literature (8702):** Not tiered.

Paper 1 – Shakespeare and the 19<sup>th</sup> Century Novel - 1hr 45 mins - 40%

Paper 2 – Modern Texts and Poetry - 2hrs 15 mins - 60%

**How parents/carers can help:**

- Encourage your child to experience a range of genres and authors; ask them what they enjoy in terms of hobbies or even films, this could be a good starting point, especially for those who are not keen readers.
- Promote the use of library facilities in their area and the internet to develop research and reading skills.
- Persuade them to read a range of non-fiction material, including a quality newspaper; this is a great way to familiarise students with spellings and vocabulary and is good preparation for their English Language exam.

**Useful websites:**

[www.bbc.co.uk/schools/gcsebitesize/english\\_literature/](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/)

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

[www.bbc.co.uk/schools/gcsebitesize/english/](http://www.bbc.co.uk/schools/gcsebitesize/english/)

<http://revisionworld.co.uk/gcse-revision/english-literature>

[www.englishbiz.co.uk/](http://www.englishbiz.co.uk/)

## English (AQA) Year 11

**Brief Synopsis:** In Year 11, students continue their Language and Literature GCSEs. Over the duration of course, students work to develop their abilities to communicate effectively in speech and writing; to understand and respond imaginatively to what they hear, read and experience in a variety of media, and to enjoy and appreciate the reading of a wide selection of novels, plays and poetry. There is **no coursework element to the new GCSEs and that Speaking, and Listening is examined separately.**

**Topics studied:** All students will follow GCSE courses in both English Language and English Literature.

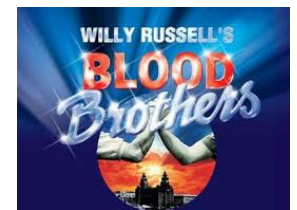
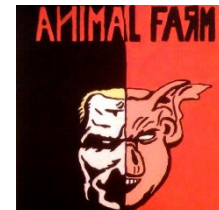
### English Language:

Creative and Non-fiction reading tasks  
Comprehension tasks  
Descriptive/narrative writing  
Opinion based writing  
Spoken Language presentations

### English Literature:

19<sup>th</sup>C text: Jekyll and Hyde **or** A Christmas Carol  
Unseen Poetry  
Poetry Anthology: Power and Conflict cluster  
Modern Text: Animal Farm **or** Blood Brothers  
Shakespeare's Macbeth

Autumn Term 1	Spring Term 1	Summer Term 1
<ul style="list-style-type: none"> <li>English Literature Paper 2: Modern Text (Animal Farm <b>or</b> An Inspector Calls <b>or</b> Blood Brothers)</li> <li>English Literature Paper 2: Poetry revision once a week</li> </ul>	<ul style="list-style-type: none"> <li>English Language Paper 1: Explorations in Creative Reading and Writing</li> <li>English Literature Paper 1: 19<sup>th</sup> Century Novel (Animal Farm or Blood Brothers)- once a week</li> </ul> <p><b>Mock exam in February on Literature Paper 2</b></p>	<ul style="list-style-type: none"> <li>Revision of all English Language and Literature units and Super Revision</li> </ul>
Autumn Term 2	Spring Term 2	Summer Term 2
<ul style="list-style-type: none"> <li>English Literature Paper 1: Shakespeare (Macbeth)</li> <li>English Literature Paper 2: Poetry revision once a week (TBC)</li> </ul> <p><b>Mock exam in November Paper 2 Language</b></p>	<ul style="list-style-type: none"> <li>English Language Paper 2: Writer's Viewpoints and Perspectives</li> <li>English Literature Paper 1: 19<sup>th</sup> Century Novel (Animal Farm or Blood Brothers) once a week</li> </ul>	<ul style="list-style-type: none"> <li>Summer Exams</li> </ul>



## Film Studies (Eduqas)

This GCSE course will give students an in-depth understanding of how the film industry influences our world.

**Skills:** Students will develop analytical and evaluative skills; like those used in English. They will be taught how to appreciate perspective and to understand how directors make us think and feel different things as spectators. Students will also have chance to make films allowing them to develop filming and editing skills.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 20 - 30 students

**Home Learning:** Students will be expected to complete tasks on a weekly basis which could include research tasks, questions, worksheets, and assessments. These should take approximately 45 minutes to complete.

**Materials/equipment:** Students will require the usual Super 7 equipment and may want to have access to the set film texts for revision. Students will also have access to Adobe Premiere Editing Software and screenwriting software.

**Assessment and Reporting:** There is one piece of coursework (worth 30%) that will be started in the Summer Term of Year 10 and completed in the September of Year 11. This will be a practical task where students can either produce and edit a piece of film or write a screenplay.

There are also two 1½ hour written examination papers worth 35% each, of the total marks. These will test their knowledge of each film (6 films) studied through a range of question styles.

### How parents/carers can help:

- monitoring the planner
- ensuring all home learning is completed
- watch and discuss a variety of films

Parents are encouraged to take an interest in the completion of home learning tasks, ensuring that these are not left to the last minute. It would also be helpful to discuss coursework tasks and offer advice if knowledge permits.

### Useful Websites:

<https://www.eduqas.co.uk/qualifications/film-studies/gcse/>

Text Book - WJEC Eduqas GCSE Film Studies – Student Book - Revised Edition: Amazon.co.uk: Newman, Jackie, Fairclough, Dave, Fincham, Kelly, Patrick, Julie, Moreno-Melgar, Ian, Madge, Leanne: 9781398376656: Books

## Film Studies (Eduqas)

**Brief synopsis:** This course will allow students to analyse how the medium of film portrays messages about our society, beliefs, perceptions, and culture. Students will be able to question their own readings of film and be given the chance to study how different types of film represent people, places, and ideology through big ideas such as narrative and genre as well as smaller technical choices made by the director.

### Topics studied:

- American Cinema from 1950s/80s
- Contemporary American Independent Cinema
- British Cinema
- World Cinema (both English speaking and global cinema)
- History of film and technological advancements
- Practical Coursework

Autumn Term 1 Year 10	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Reading Film</b>  Introduction to film language and how to analyse and 'read' a film.	<b>British Cinema</b>  Analysis of Contemporary British cinema with a focus of narrative and representation	<b>Global English Language Film</b>  Analysis of World cinema in English (e.g., Slumdog Millionaire or Jojo Rabbit) with a focus of narrative and representation of different cultures.	<b>Global Non-English Language Film</b>  Analysis of World Cinema (Tsotsi) with a focus of narrative and representation of different cultures. Film using subtitles will be introduced here.	<b>Coursework</b>  Planning and filming	<b>Coursework</b>  Editing and final deadlines
Autumn Term 1 Year 11	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Independent American Cinema</b>  One film studied using film criticism to argue different viewpoints.  <b>History of Film</b> – taught through One Note and retrieval tasks	<b>American Cinema 1950s</b>  First of two films in which students will look at genre and narrative and compare the representation from two eras.	<b>American Cinema 1980s</b>  Second of two films in which students will look at genre and narrative and compare the representation from two eras.	<b>Comparison of 1950s/1980s Cinema</b>	<b>Revision of all components</b>	<b>Exam season</b>

## Geography (GCSE EDUQAS Geography B)

Geography is the fascinating study of the Earth's human and physical environments, how they interact with one another and how they are changing.

**Skills:** Students are encouraged to collect and manipulate a wide range of data. They will learn to create and interpret maps, graphs, indicators, satellite images and GIS (Geographical Information Systems). Students will also learn to describe and explain why geographical processes have taken place, express their viewpoints as well as the viewpoints of others, make decisions to solve problems and develop enquiry and fieldwork skills.

'Fieldwork' is an essential aspect of Geography. Students must experience fieldwork in both Human and Physical contexts. At present, students go to Box Hill, Dorking to experience fieldwork in a rural context and the Old Dean in Camberley, to carry out fieldwork in an urban context.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 28 - 32 students.

**Home Learning:** Home Learning is set twice per cycle. Additional reading into current affairs, watching of documentaries and practise of Geographic skills is highly recommended.

**Materials/equipment:** Students will need pens, pencils, colouring pencils, ruler, eraser, protractor, calculator, pair of compasses, glue, and scissors. A clip board is also useful for fieldwork.

### Assessment and Reporting:

<b>Component 1 (40%):</b> Investigating Geographical Issues <b>Written Examination:</b> 1 hour 45 minutes	<b>Component 2 (30%):</b> Problem Solving <b>Written Examination:</b> 1 hour 30 minutes	<b>Component 3 (30%):</b> Applied Fieldwork Enquiry <b>Written Examination:</b> 1 hour 30 minutes
--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

**How parents/carers can help:** Ensure that revision guides provided are used at home so that students become familiar with the key words for each theme and case studies they will be examined on. You can also encourage your child to carry out further reading around topics studied using books, newspapers, and a variety of Geographical websites.

### Useful websites:

<http://www.bbc.co.uk/education/subjects/zkw76sg>  
<http://www.bbc.co.uk/schools/gcsebitesize/geography/>  
[www.geography-site.co.uk](http://www.geography-site.co.uk)  
<http://www.internetgeography.net/>  
News websites e.g., <http://www.bbc.co.uk/news>

[www.geography.learnontheinternet.co.uk/gcse/revision.html](http://www.geography.learnontheinternet.co.uk/gcse/revision.html)  
<http://education.nationalgeographic.com/education/>  
<https://timeforgeography.co.uk/>  
<http://www.coolgeography.co.uk/http://www.coolgeography.co.uk/>

## Geography GCSE – 2 Year or 3 Year course (2 Year GCSE - same content as shown below but more lessons per cycle to cover the content)

**Brief synopsis:** The proposed Geography specification includes a range of human and physical topics with the main aims being to allow students to:

- appreciate their own world and the fast-changing world around them.
- develop a personal interest in why geography matters.
- study a rich variety of places at a range of scales.
- develop responsibilities as global citizens and recognise how we can make the world more sustainable.



### Topics Studied:

- Theme 1, Changing Places - Changing Economies
- Theme 2, Changing Environments
- Theme 3, Environmental Challenges

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	River processes, landforms, flooding, and management	Urbanisation and Global Cities (Rio de Janeiro and Tokyo Case Studies)	Urbanisation and Global Cities (Rio de Janeiro and Tokyo Case Studies)	Climate change (impacts on Arctic Ecosystem and Tourism in the Bahamas, management in the UK)	Weather and Climate (semi-arid and tropical climate case studies)	Desertification
Year 10	Ecosystems (Savannah, Rainforest and UK Sand Dunes case studies)	Urban Processes and change in the UK (Cardiff Case Study)	Rural Processes and change in the UK (Outer Hebrides Case Studies)	Box Hill Fieldtrip and Rural Fieldwork	Global Patterns of Development (UK and Vietnam case studies)	Global Patterns of Development (UK and Vietnam case studies)
Year 11	Coastal processes and landforms Coastal Management (Bangladesh and UK case studies)	Water Resources and Management (over abstraction in HIC (Australia) & LIC (Chad) and Lesotho Highlands Water Project)	Old Dean Fieldtrip and Urban Fieldwork	Revision/Problem Solving Paper Practice	EXAMS	EXAMS



## History (AQA)

'We are not the makers of history, we are made of history'. Martin Luther King.

**Skills:** GCSE History will give you several skills relevant to many types of employment, such as the ability to seek information and argue a case orally and in writing and to present evidence/reports in a logical way. These intellectual skills and the knowledge gained from the study of History provide excellent preparation for careers, either directly related to the subject or in areas such as law, journalism, the medical professions, banking, national and local government, the civil service, and teaching. History skills are very well respected by all employers.

**Setting:** Students are taught in mixed ability groups. All students take the same examination paper.

**Class Sizes:** Usually between 25 - 31 students.

**Home Learning:** Home Learning is set weekly. Revision in the lead up to end of topic assessments ought to be rigorous.

**Material/equipment:** Students should come prepared with their Super 7 equipment (including a good quality pen) plus coloured highlighters.

**Assessment and Reporting:** The course is linear and has four sections worth 25% each:

A period study:	Germany, 1890-1945: Democracy and dictatorship
A wider world depth study:	Conflict and tension, 1918-1939
A thematic study:	Britain: Health and the people: c1000 to the present day
A British depth study:	Norman England, c1066-c1100 (10% Historic Environment Study)

**How parents/carers can help:** We work together with parents to ensure student achievement is the highest possible. Never be afraid to phone and ask how your son/daughter is getting on and make us aware if you think there are any issues.

- Support us when we ask students to revise for mocks and undertake resits if the mock has not gone well first time around
- Please provide us with your email contact so we can keep you informed of key dates
- Encourage further interest and research around the topics we cover in classes to deepen knowledge and understanding. There are some fantastic programmes on the History Channel and documentaries which can be found on **You Tube**

### Useful websites:

<http://www.johndclare.net/>  
[http://www.ngfl-cymru.org.uk/vtc/ngfl/history/usa\\_1929\\_1990/index.html](http://www.ngfl-cymru.org.uk/vtc/ngfl/history/usa_1929_1990/index.html)  
<http://www.spartacus.schoolnet.co.uk>  
<http://www.bbc.co.uk/history/worldwars/>  
<http://www.aqa.org.uk/subjects/history/gcse/history-8145>



## History (AQA)

**Brief Synopsis:** The course provides a blend of British and wider world history. We have also selected topics to ensure coverage of 'old' and 'modern' history. For 10% of the course students apply knowledge of an "environmental site" (e.g., a castle, monastery, or place) which they will apply knowledge of during the exam.

### Topics Studied:

**Conflict and tension, 1894-1918:** Students study the causes of WW1, the reasons for why it turned into a 'stalemate' and then how that stalemate was finally broken in 1918.

**Germany, 1890-1945: Democracy and dictatorship:** Alongside the growth of democracy in Germany, students will also study the impact of the Depression and what life was like under the Nazis.

**Norman England, c1066-c1100:** We will look at the causes of the Norman Conquest, what life was like under the Normans and how the Church affected life. They will study a site in its historical context and examine the relationship between the site and associated historical events and developments.

**Health and the people: c1000 to the present day:** This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.

Students will use a wide range of sources such as music, film, pictures, and written sources. Group work and different learning styles are encouraged, and students will learn to analyse, evaluate, and make substantiated judgements about sources and interpretations.

Year 9	Year 10	Year 11
Health and the people and Normans	Conflict and Germany	Germany and the Normans Environmental Study

## Languages - French/Spanish (Edexcel)

In the age of global communication and ever-growing international business it is essential for children to become talented linguists. At Collingwood, we offer a first-rate language learning experience supported by authentic resources and a range of technologies.

Students will revise/learn grammar and structures learned in Key Stage 3 (if applicable) and learn to apply them in their language topics. As the course progresses students will become familiar with more complex grammar.

**Skills:** Students will gain communication, social, linguistics and problem-solving skills along with cultural awareness.

**Setting:** Students are usually taught in mixed ability.

**Class size:** Usually between 20-28 students

**Home Learning:** Time spent on home learning is essential for languages, for vocabulary and grammar learning, and for students to gain further practice at reading and writing. Time must be spent to prepare for assessments at home when applicable.

**Materials/equipment:** Students need to have a bilingual dictionary and a revision guide is recommended (available to buy from the Languages Department via the Parent Portal).

**Assessment and Reporting: 3 Year Course:** Each skill (Listening, Reading, Speaking and Writing) weighs 25%. All skills are assessed in one final examination in May/June of Year 3.

**How parents/carers can help:** For the key times of assessments, preparation at home is a very important ingredient towards successful progress on the examination syllabus. For the speaking assessments (mocks and real exams), help in the form of a parent listening and testing at home will be very useful indeed. In addition, parents could help students with their organisation and planning.

**Useful Websites:**    [linguascope.com](http://linguascope.com)        [bbc.co.uk/languages](http://bbc.co.uk/languages)        [languagesonline.org.uk](http://languagesonline.org.uk)        [uk.language-gym.com](http://uk.language-gym.com)  
Memrise  
Quizlet

## Languages - French/Spanish (Edexcel)

**Brief Synopsis:** The requirements of the GCSE syllabus and examination are identical for French and Spanish.

**Topics Studied:** Home, school, jobs, environment, identity and culture, local area, holiday, and travel

### FRENCH 3 Year GCSE Course (Year 2 and 3)

Autumn Term	Spring Term	Summer Term (mock reading, listening, and speaking exams)
<b>Healthy Lifestyle</b> – healthy eating and living, mindfulness, illnesses and remedies, lifestyle choices	<b>Holidays</b> – accommodation, ideal holidays, activities, festivals, booking a holiday, staycation	<b>Environment</b> – climate, environmental issues, protecting the environment
<b>Autumn Term (mock writing exam)</b>	<b>Spring Term (mock reading, listening, and speaking exams)</b>	<b>Summer Term</b>
<b>Jobs</b> - Jobs preferences, applying for jobs, career choices and the future	<b>Global issues</b> - Current issues, protecting the environment, ethical shopping, fair trade, and big events	<b>Preparation for exams / revision</b>

### SPANISH 3 Year GCSE Course (Year 2 and 3)

Autumn Term	Spring Term	Summer Term (mock reading, listening, and speaking exams)
<b>Healthy Lifestyle</b> – healthy eating and living, mindfulness, illnesses and remedies, lifestyle choices	<b>School</b> Describing school and an ideal school, discussing school subjects and teachers. Talking about a school trip.	<b>Local area and tourism</b> – describing cities now and before, shopping, cultural exchanges.
<b>Autumn Term (mock listening and reading exams)</b>	<b>Spring Term (mock speaking and writing exams)</b>	<b>Summer Term</b>
<b>Jobs</b> - Jobs preferences, applying for jobs, career choices and the future	<b>Environment and Global issues</b> Current issues, protecting the environment, big events and volunteering.	<b>Preparation for exams / revision</b>

## Mathematics (Edexcel)

“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” - Shakuntala Devi

Mathematics is a fundamental part of human thought and logic, and integral to attempts at understanding the world and us. Mathematics provides an effective way of building mental discipline and encourages logical reasoning. In addition, Mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, social sciences, and even music and art. The Maths department endeavours to teach Mathematics for comprehensive understanding and employs a Mastery model across the year groups to support this.

**Skills:** Students will acquire analytical skills, problem solving and reasoning in the areas of Number, Algebra, Ratio and Proportion, Geometry, Statistics and Probability.

**Setting:** Each half of the Year Group is divided into typically 6 or 7 groups. The number of sets is dependent on the size of the year group.

**Class size:** An average of 25-32.

**Home Learning:** Sparx is set each week, and students are expected to complete this in line with College policy.

**Materials/equipment:** Students should bring a scientific calculator, ruler, pair of compasses, and a pen and pencil to lessons.

**Assessment and Reporting:** Linear Mathematics 9-1 1MA1 – 100% Examination. Three 1h 30m papers: one non-calculator and two calculator papers.

All papers are available at Foundation and Higher tier and assess the functional elements of Mathematics. A high level of problem-solving skills is also needed.

### How parents/carers can help:

- Ensure that a regular time is set aside to complete home learning tasks and independent revision
- Provide a quiet and suitable place to work (well away from any distractions!!!)
- Encourage them to complete all home learning tasks to the best of their ability and praise their effort
- Encourage them to use the “Independent Learning” section of Sparx Maths: [sparxmaths.com](http://sparxmaths.com)
- Prior to their exams, encourage them to attend after College support sessions (Year 11 only).
- Encourage them to buy a revision guide and workbook.

**Useful Websites:** [sparxmaths.com](http://sparxmaths.com), [corbettmaths.com](http://corbettmaths.com), [mathsgenie.com](http://mathsgenie.com), [desmos.com](http://desmos.com)

The full scheme of work, as well as additional revision resources are also available in the KS4 folder in the Maths area on SharePoint and via the KS4 Maths OneNote. Students are encouraged to access this material and are reminded that Maths is mastered by regular practise.

## Mathematics

**Brief synopsis:** The students will be guided onto the appropriate pathway based on their personal needs and capabilities.

**Topics Studied:** The linear course is a traditional GCSE covering Number, Algebra, Ratio and Proportion, Geometry, Statistics and Probability.

### Year 10 - Foundation Tier

Autumn Term	Spring Term	Summer Term
Probability, sample space diagrams, frequency and probability tree diagrams, Venn diagrams, real-life and algebraic linear graphs, conversion graphs, congruence, similarity, ratio, proportion	Data, statistics and sampling, averages, scatter graphs, angles, angles in parallel lines, polygons, interior and exterior angles	Pythagoras's Theorem, trigonometric ratios, angles of elevation and depression, bearings, rearranging equations, substitution, expanding brackets, factorising, forming and solving linear equations, simultaneous equations, algebraic proof, types of graphs

### Higher Tier

Autumn Term	Spring Term	Summer Term
Probability, Venn Diagrams, frequency and probability tree diagrams, conditional probability, recurring decimals, algebraic graphs, parallel and perpendicular lines, types of graphs, congruence, similarity, area and volume, frustums, rearranging equations, algebraic proof	Data, statistics and sampling, scatter graphs, cumulative frequency, histograms, sine and cosine rules, area of non-right triangles, 3D applications, accuracy, bearings	Iteration, circle theorems and geometry, functions, algebraic fractions, rationalising surds, proof, quadratics, quadratic inequalities

### Year 11 - Foundation Tier

Autumn Term	Spring Term	Summer Term
Fractions, reciprocals, standard form, indices, congruence, similarity and vectors, rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations	Revision	Revision

### Higher Tier

Autumn Term	Spring Term	Summer Term
Vectors, reciprocal and exponential graphs, rates of change, functions, and transformation of graphs	Revision	Revision

## Media Studies (AQA)

This is an exciting new 2-year course that is designed to teach students to analyse media products as well as make their own. We cover the areas of TV, Film, Advertising & Marketing, Video Gaming, Magazines, Radio, and Music Video. Students will explore a range of texts, including 17 set texts, for both their exam and coursework. No previous knowledge is needed.

**Skills:** Students will learn the analytical skills needed to explore the meaning behind media texts. They will also be taught practical production skills in desk top publishing, camera work and using our editing equipment to create moving image productions.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Average class sizes are of 15- 25 students.

**Home Learning:** Home learning is set once per week. Tasks range from viewing media products to written analysis or practical pre-production tasks.

**Materials/equipment:** The Media Department has a range of still and moving image cameras for use within lessons. These can be loaned to students overnight with parental permission for insurance purposes. We also have a suite of editing equipment. We currently use Adobe Premiere Pro editing software.

**Assessments and Reporting:** Students are assessed by a written exam at the end of the course. This will consist of 2 papers. Both are 1 hour and 30 minutes long. This will test students' knowledge and analysis skills. The exam is worth 70% of this qualification.

**NEA:** Non-exam content. 30% of the qualification is assessed through practical coursework. Students will create a Media product in a form of their choice under coursework conditions. They will choose one idea from a list of choices in a Brief.

**How parents/carers can help:** We would love you to talk about today's Media world with your son/daughter. Compare the media they engage with to your own media use at their age. Talk about some of the dangers of the internet and encourage them to watch and talk about the news and topical events.

### Useful websites:

AQA Media Studies exam board website

<http://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572>

## Media Studies (AQA)

**Topics Studied:** Introduction to Semiotics and different forms of media. Practical skills of making media products.

<b>Autumn Term 1 - Y10</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
Introduction to the key frameworks Media Languages Media Industries Media Audiences Media Representations Basic analysis skills (Semiotics): How to read a media text. Introduction to the advertising industry and one print and one moving image Advertising Set Text.	Complete a 3 <sup>rd</sup> Advertising Set Text and begin to look at the Film Marketing Industry. Work through 2 Film Marketing Set Texts. Any time left over before Christmas will be used for Photoshop practical production skills.	Introduction to the Music Industry and the purpose of Music Videos. Working through 2 Music Video Set Texts. Beginning to look at the Radio Industry and study 2 Radio Set Texts across time.	Introduction to Online, Social and Participatory Media (OSPM). Media production and audiences in the Digital Age. Focus on one vlogger and one mobile phone game app for the OSPM Set Texts.	Revision of semiotics skills from Term 1 (Analysis of print texts). Introduction to the Magazine Industry. We study 2 magazine front covers from contrasting monthly/weekly magazines.	Revision of all content and key set texts so far: Semiotics skills + 13 Set Texts (Close Study Products). Summer exam revision skills and exam skills will be taught and practiced. Summer Mock Media Exam (Paper 1) Introduction to the NEA Practical Production Coursework (30% of the final grade).
<b>Autumn Term 1 – Y11</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
NEA Practical Production coursework: independent work this term responding to 1 task from a set of 5 Briefs.	Revision of Online, Social and Participatory Media (OSPM) Focus on the Gaming Industry. We study one mainstream video game as a Set Text  There is no Media GCSE Mock in the November series: we include our 2 <sup>nd</sup> Mock exam in February (Paper 1) and a final Mock before Easter once all the Paper 2 content has been covered.	Introduction to the Newspaper Industry and discussions on news production in the Digital Age. Weeks 3-6 focus on exam skills	We study the front covers and a selection of articles from 2 British newspaper Set Texts. At the end of this term, students will sit an in-class Paper 2 Mock now that all Paper 2 Sets Texts have been covered.	Final revision and exam practice phase: The key focus will be on recalling key knowledge from the 18 set texts and practising the skills to apply these to exam questions under timed conditions. Each CSP Set Text will be reviewed, revised, and applied to practice papers to prepare students fully for their final 2 exams.	GCSE Media Exams usually take place in the first/second week back after the May Half Term break.  End of course



## Cambridge Nationals in Sport Science (OCR)

The Cambridge Nationals in Sport Science is a unit-based Level 2 course and is equivalent to 1 GCSE.

**Skills:** Assessing the fitness demands of different sports, preparing training programmes, meeting deadlines, typing and presentation skills

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 26 – 30 students

**Home Learning:** Students will be expected, on a weekly basis, to complete tasks of the following nature – Exam Questions and Assignments. These should be approximately 30-60minutes in length.

**Materials/equipment:** Students will be expected to have suitable writing equipment both pens and pencils. They will need to have suitable PE kit for all practical lessons and suitable footwear to wear outside during winter months would be advisable. Students work a lot on computers so a memory stick to transfer work between home and College would be useful.

**Assessment and Reporting:** The Cambridge Nationals in Sport Science course is primarily coursework based but there is now also an external exam which is worth 40% of the student's grade. It is also possible for students to re-sit this exam. The subject is graded off the following scale U, P1, M1, D1, P2, M2, D2, D2\*. 1 = Level 1 and 2 = Level 2. Where U = Ungraded, P = Pass, M = Merit and D = Distinction. Students should be aspiring to achieve a Level 2 Qualification.

### How parents/carers can help:

- It would be very useful to the students if they had computer access, internet access at home
- Parents could encourage their children to become familiar fitness, principles of training, planning for training and the different ways in which the boys respond to physical activity
- Parents could support students by asking about deadlines and progress in set assignments

### Useful Website

[www.topendsports.com](http://www.topendsports.com)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.davidlloydleisure.co.uk](http://www.davidlloydleisure.co.uk)

[www.dcms.gov.uk](http://www.dcms.gov.uk) (Department for Media, Culture and Sport)

[www.lta.org.uk](http://www.lta.org.uk) (Lawn Tennis Association)

[www.olympics.org.uk](http://www.olympics.org.uk) (British Olympics Association)

[www.rfu.com](http://www.rfu.com) (Rugby Football Union)

[www.thefa.com](http://www.thefa.com) (Football Association)

[everlearner.co.uk](http://everlearner.co.uk)

[www.brianmac.co.uk](http://www.brianmac.co.uk)

[www.teachpe.com](http://www.teachpe.com)

[www.edexcel.com](http://www.edexcel.com)

[www.fitnessfirst.com](http://www.fitnessfirst.com)

[www.uksport.gov.uk](http://www.uksport.gov.uk)

[www.skillsactive.com](http://www.skillsactive.com)

[www.sportengland.org](http://www.sportengland.org)

[www.timesonline.co.uk](http://www.timesonline.co.uk)

[brianmac.co.uk](http://brianmac.co.uk)

## Cambridge Nationals in Sport Science (OCR)

**Brief synopsis:** 3 units studied over 2 years. 1 exam unit which is sat in Year 11. Exam unit is worth 40%. 1 Assignment Unit is worth 40% and the other 20%.

**Topics Studied:** Reducing the risk of injuries 40% (exam unit)  
 Applying the principles of training 40% (Assignment Unit)  
 Nutrition and Sports Performance 20% (Assignment Unit)

<p>UNIT R181 Applying the principles of training (mandatory unit)</p> <p>Topic area 1: The components of fitness applied in sport.</p> <p>How fitness affects skill performance.</p> <p>Topic area 2: Principles of training in sport</p> <p>Topic area 3: organising and planning a fitness training programme</p> <p>Topic area 4: evaluating own performance in planning and delivery of a fitness training programme</p>	<p>UNIT R183 Nutrition and sport performance</p> <p>Topic area 1: role of nutrients in sport and their sources</p> <p>Topic area 2: applying differing dietary requirements to varying types of sporting activity</p> <p>Topic area 3: Developing a balanced nutrition plan for a selected sporting activity</p> <p>Topic area 4: How nutritional behaviours can be managed to improve sports performance</p>	<p>UNIT R180 Reducing the risk of sports injuries and dealing with common medical conditions</p> <p>Topic area 1: Different factors which influence the risk and severity of injury</p> <p>Topic area 2: Reducing the risk of sports injuries and dealing with common medical conditions</p> <p>Topic area 3: Different types and causes of sports injuries</p> <p>Topic area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions</p> <p>Revision</p> <p>Exam</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Performing Arts (Eduqas)

### Level 2 Performing Arts (Eduqas)

You will develop your Performing Arts skills to a higher, more sophisticated level; enjoy working as an individual or in a group, applying your performance, creative and critical skills whilst exploring the Performing Arts industry, including addressing issues in the industry and health and safety.

**Skills:** Communication and performance which will serve them throughout life

- |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• develop voice and communication skills through the spoken word</li><li>• develop good memory skills</li><li>• foster an appreciation of drama, dance and music</li><li>• interpretative skills and knowledge of the performance process</li><li>• perform confidently to an audience improving public speaking skills</li></ul> | <ul style="list-style-type: none"><li>• imaginative and creative thinking exploring ideas and themes</li><li>• non-verbal communication by exploring body language and facial expression</li><li>• build further self-confidence and self-esteem</li><li>• effective collaboration, speaking and listening skills</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 15 - 28

### Home Learning:

- |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Research of chosen issues, themes, play texts and characters including social, cultural, historical, and political context</li><li>• Learning lines for Candlelight Soiree and set exam pieces</li><li>• Maintain diary for written portfolio</li><li>• Completing research on practitioners for practical work</li></ul> | <ul style="list-style-type: none"><li>• Prepare costumes and props for lessons</li><li>• Read newspapers to keep up to date with current events and event reviews</li><li>• Independent group rehearsals or attending interventions for practical/written work.</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Materials/equipment:** Super 7 equipment, students will also need to source props, costumes, music and scripts as required for their work.

**Assessment and Reporting:** You will be assessed via performances and coursework completed under timed conditions, 60% of units are assessed externally and 40% of units are assessed internally.

**How parents/carers can help:** Listen to their ideas, solo pieces, or scripts. Help them to rehearse for their performances. Attend the Candlelight Soiree and final performance showcases to encourage and support. Check they have remembered to organise equipment for lessons. Provide access to newspapers/current events/family history for verbatim work and take or encourage them to see live productions. Many students are also part of local Performing Arts clubs.

**Useful Websites:** <http://www.skillsup.co.uk/> National Theatre / Bitesize – Music / Bitesize – Dance

## Performing Arts (Eduqas)

**Brief Synopsis:** The Level 2 Performing Arts course is assessed through project work. For Units 1 and 2 you will undertake projects in response to specific briefs. The project for each Unit will take 10 hours and be worth 30% of your qualification. For each one you will be given a scenario and will need to undertake several tasks. In Unit 3 you will undertake another project in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake several tasks.

There will be no written examination – assessment will be via portfolios of evidence. The three units are: Unit 1 – Performing (30%) – Internally Assessed, externally moderated. Unit 2 – Creating (30%) – Internally Assessed, externally moderated. Unit 3 – Performing Arts in Practice (40%) – Externally assessed portfolio.

**Topics Studied:** Students will have the opportunity to learn the discipline required for different performance pathways, before applying these to their assessed work. They will also learn the roles and responsibilities of the industry with a focus on good working practices and running a successful performing arts business.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Year 10</b>	Course introduction and skills audit. Introduce a range of performance disciplines. Students decide unit pathways.	Unit 2 – Brief provided by exam board  Visit to local theatre (Technical Theatre/Backstage Day)	Rehearsal Discipline	Performance of Unit 2  April – Submit Unit 2 Marks	Unit 1 – introduction  Trip to performance event	Performance showcase (y10 mock for 11 showcase)
<b>Year 11</b>	Rehearsal of Performance 1  Visiting company workshop	Performance Unit 1  Nov/Dec – Submit Unit 1 Marks  Performance showcase – link to soiree?	Unit 3 Completion  Running a performing arts business.	Final business pitch  April - Submit unit 3 marks	Arts & Careers  Trip to performance event	Looking ahead to the future.

**Pathways that can be taken:** In unit 1, students can choose either Drama or Dance. For Unit 2, students can choose devising drama, choreography, or production elements (costume, lighting, sound, make up & hair and set).

## Physical Education (AQA)

This course offers students an opportunity to study Physical Education in both a practical and theoretical way and enables students to improve their ability to plan, perform, coach, and analyse physical activities and develop their knowledge, skills and understanding of sport.

**Skills:** Leading a Healthy Active Lifestyle, Performance Analysis, Communication, Leadership and Skill Development

**Setting:** GCSE PE classes are all mixed ability and sometimes mixed gender.

**Class size:** Usually around 24 - 30

**Home Learning:** Students will receive up to one piece of home learning for every theory lesson. These tasks may include exam questions, internet research or extended writing. Students on this course would be strongly advised to continually practice the core skills of the sports they are studying in College; this will increase their controlled assessment marks that contribute 60% to their final GCSE grade.

**Materials/equipment:** Students will be expected to have suitable writing equipment both pens and pencils. They will need to have suitable PE kit for all practical lessons and suitable footwear to wear outside during winter months.

**Assessment and Reporting:** 60% Examination (2 Exam Papers) based on knowledge and understanding / 40% Controlled Assessment based on Practical Performance in Physical activity and sport. (3 sports. 1 individual + 2 teams or 2 teams + 1 individual)

### How parents/carers can help:

- Support students in getting their sports filmed by sourcing suitable technologies that can handle large videos
- Communicate with PE teachers with a view to finding out how GCSE PE Sports footage should be filmed
- Attend, access or view any opportunities the PE department provides for learning how to film and having your questions answered
- Encourage students to make use of myPEexam.org
- Purchase an AQA endorsed PE Revision Guide (9-1). Amazon is good for this.

If parents would like more information on revision strategies, please do not hesitate to contact any of the PE staff.

### Useful Websites:

[www.twitter.co.uk](http://www.twitter.co.uk) (for revision material from teacher i/c of GCSE PE)  
[www.englandnetball.co.uk](http://www.englandnetball.co.uk) [www.gcsebitesize.co.uk](http://www.gcsebitesize.co.uk)  
<http://www.aqa.org.uk> (for accessing past paper and mark schemes)  
[www.youtube.com](http://www.youtube.com) (for technical models in sports performance)  
[www.myPEexam.org](http://www.myPEexam.org)

[www.rfu.com](http://www.rfu.com)  
[www.englandbasketball.co.uk](http://www.englandbasketball.co.uk)  
[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)  
[www.british-gymnastics.org](http://www.british-gymnastics.org)  
[www.esaa.net](http://www.esaa.net)

## Physical Education (AQA)

**Brief Synopsis:** This course offers the students an opportunity to study Physical Education in both a practical and theoretical way and enables the student to improve their ability to plan, perform, coach, and analyse physical activities and develop their knowledge, skills and understanding of sport.

The content of this GCSE Physical Education programme is designed to enable students to enjoy and understand the applied aspects of physiology, movement analysis, physical training, and socio-cultural influences. This course provides students with a suitable foundation for A levels, BTEC, Diplomas and a range of Higher Education courses.

The non-exam component (40%) is now comprised of a students' practical performance in 1 team sport, 1 individual sport and 1 more team or individual sport. Students will also be required to analyse one of these performances and describe how to make improvements.

**Topics Studied:** Applied anatomy and physiology, movement analysis, physical training, and use of data. Sport psychology, socio-cultural influences, health and wellbeing and use of data in this area too. There are in fact too many topics to list!

### Year 10

Autumn Term	Spring Term	Summer Term
Health and Fitness Obesity Somatotypes Skeletal System	Muscles Joints Levers Planes of movement	Cardiovascular System Aerobic and Anaerobic System Recovery Skill and ability

### Year 11

Autumn Term	Spring Term	Summer Term
Diet Influences (school and sporting organisations)	Emotional Health and Well-being Culture and Sport Media and Sponsorship	Role Models ICT in Sport Revision

## Psychology (OCR)

Psychology is the scientific study of the human mind and its functions, especially those affecting behaviour in each context. It will encourage you to look at people in new ways.

**Skills:** Literacy skills, Clear and logical thinking, Critical evaluation, Research skills and Problem solving

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 25 - 32

**Home Learning:** Home Learning will be set at least once a week. This might include investigating an area of research to apply to psychological concepts or attempting an exam style question. Approximately 20 - 30 minutes is usual.

**Materials/equipment:** We encourage parents to purchase the revision guide, but all other resources are supplied by the College. We will use computers, news articles, journals, and many other sources of information to help us understand factors affecting individual behaviour.

### Assessment and Reporting:

The new specification course (for first examination in 2019, OCR code J203) has 6 topics spread over the two-year course and two final GCSE exams that are 1 hr and 30 minutes hours long.

Year 1: Criminal psychology, development, and psychological problems; Year 2: Social influence, memory and sleep and dreaming. Students will be assessed on research methods in each paper. There is no controlled assessment in this specification.

### How parents/carers can help:

- Work with your young person to ensure all notes and books required for class work, assessments and later exam revision are to hand
- Help them prepare by revising for the assessments and exams
- Download a copy of the programme of study for the course to help keep track of progress. You can find this on the OCR website
- Make progress checks regularly by asking your young person to explain what they are learning/revising. A good explanation shows that they understand the topic well enough to write an answer in class or in exams covering that topic or area
- Encourage your young person to ask for help from their teacher(s) relating to topics they do not fully understand
- To aid your young person's progress, make sure we have your current e-mail address so that quick communication can take place.
- Encourage your young person to check Edulink daily and to complete their home learning on time.
- Encourage your young person to access the revision materials on the 'Welcome' page of their psychology OneNote, particularly prior to assessment
- Encourage your young person to take an interest in psychology by watching relevant documentaries, the news and by reading newspapers.
- Encouragement from you will help your young person to continue working hard

**Useful websites:** OCR Psychology GCSE for past papers and Glossaries (OCR code J203).

## Psychology (OCR)

**Brief Synopsis:** Our GCSE in Psychology follows a clear and straightforward structure. It contains exciting subject content, helping students explain everyday social phenomena. There is a balance of classic and modern psychological theory and research, emphasis on 'doing psychology', and a focus on mental health.

**Topics studied:** The course content is divided into 6 different areas of psychology. Students are encouraged to see the connections within and between them. They should learn the role of psychological concepts, models, and perspectives in understanding and explaining human behaviour.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Introduction to Psychology Criminal psychology Mid topic test	Criminal Psychology End of topic test Development	Development End of topic test Psychological problems	Psychological problems End of topic test	Social influence Mid topic test	Social Influence Mock exam – Paper 1

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Memory Mid topic test	Memory Mock exam (includes end of topic test)	Sleep and dreaming Mock exam	Sleep and dreaming End of topic test Revision	Revision	Examinations mid-May



## **Religious Studies (AQA) – Delivered through PRC lessons**

In Year 10, students in Philosophy, Religion & Culture (PRC) lessons continue their study of the AQA Short Course RS GCSE, focussing on the religions of Christianity and Buddhism, taking the examination in the Summer term.

### **Skills:**

- Discussion and debate
- Understanding topical issues from different perspectives
- Developing their own opinions

**Setting:** Mixed sets by quarter band. There are 3 sets in bands M and N and 4 sets in O and P.

**Class size:** Usually between 25 - 30 students.

**Home Learning:** This is set fortnightly, and tasks are set as a means for staff to identify progress. Home learning could involve a written task, a research task using the internet, or could be to read something in preparation for the following lesson. As students are working towards the GCSE Short Course examination, it is very important that work is completed punctually and thoroughly to ensure students achieve their full potential. All Home Learning tasks can be accessed through the Fileshare and may be given to students digitally using OneNote.

**Materials/equipment:** Students will be expected to have suitable writing equipment, both pens and pencils, for every lesson. Textbooks are supplied by the PRC Department and remain in the department along with exercise books after lessons. Department revision guides will be provided in lessons; parents who wish to purchase a published guide are recommended to buy the AQA Religious Studies A: Christianity and Buddhism Revision Guide, published by Oxford. Further details can be found on the department Fileshare.

**Assessment and Reporting:** The GCSE is assessed with one 105-minute exam.

### **How parents/carers can help:**

- As many of the topics studied during Key Stage 4 are challenging, and require a mature approach, you can help by talking through some of the issues and topics at home
- It is important to emphasise the fact that students need to be able to see and present both sides of any argument or controversial issue, and to understand those who may disagree with them

**Useful websites:** Past papers available on the AQA website: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-short-course-8061> Interactive online revision can be found at [www.senecalearning.com](http://www.senecalearning.com). All department resources, including lesson catch up, revision materials and additional reading, can be accessed through the Fileshare.

## Religious Studies (AQA) – Delivered through PRC lessons

**Brief Synopsis:** Students work towards the AQA GCSE Religious Studies A Qualification. Work on the course specification begins in year 9, with the examination taking place in the Summer term in Year 10.

**Topics Studied:** The course covers areas of study, Paper 1: The study of Religion and Paper 2: Thematic Studies. In Paper 1 students will learn about the key beliefs and practices of Christianity and Buddhism, and in Paper 2 students will look at issues surrounding: Relationships and Families; Religion and Life; Religion, Peace and conflict and Crime and Punishment

### Year 9

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme A: Relationships and families	Theme A/ Christianity	Christianity	Christianity/ Religion Peace and Conflict	Theme D: Religion, Peace and Conflict	Theme E: Crime and Punishment

### Year 10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Crime and Punishment/ Buddhism	Buddhism	Theme B: Religion and Life (Mock Exam)	Theme B: Religion and Life	Revision/ exam	Post-Exam debates- matters of life and death

## Combined and Single Sciences (AQA)

Students will begin to study GCSE Science at a pace designed to suit their ability. Most will complete 2 GCSEs in Combined Science by the end of Year 11 and the most able will do 3 Single Science GCSEs (Biology, Chemistry and Physics) at the same time. Selected students will also work towards the Entry Level Certificate alongside their GCSE studies.

**Skills:** Investigative skills are taught and reinforced at regular intervals to aid success and completion of set practical's is required through the course. Reporting skills for experimental work are also important as are planning, recording results, analysing, and evaluating.

**Setting:** Students are broadly set by ability, with the most able students following the Single Science pathway.

**Class size:** Usually between 24 - 30 students.

**Home Learning:** Home learning is set according to the College home learning timetable, which means there are three pieces of home learning per cycle. Occasionally, after an important test, or if there is no relevant work available, there will be no home learning. If students repeatedly fail to do home learning they will be asked to attend after school to complete it.

**Materials/equipment:** Students should come prepared with their Super 7 equipment, including a scientific calculator.

**Assessment and Reporting:** Students are tested at the end of each topic as well as at key points, such as the end of the academic year.

**How parents/carers can help:** Parental help and support is valued. You can discuss the Science they are studying with them, help with revision when they are about to take a test or give some assistance with home learning.

Each student is supplied with logon details to access Kerboodle resources. This includes electronic textbooks to support home learning and revision and interactive learning support for the students. Please encourage your child to access and use this resource.

**Useful websites:** <http://www.bbc.co.uk/education/subjects/zrkw2hv>

## Science Single Sciences (AQA) Year 10

**Brief Synopsis:** Our students start their GCSE Science courses in year 9. In year 10 and 11 the more able students will follow the pathway leading to GCSEs in each of Biology Chemistry and Physics. This is sometimes referred to as 'Triple Science'.

**Topics Studied:** Biology, Chemistry and Physics topics as listed below.

### BIOLOGY Y10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
The mammalian circulatory system. Organisation in plants	Transport in plants, photosynthesis and respiration	The nervous system, brain and sight	Hormones and homeostasis	Reproduction and genetics	Adaptations, competition, organisation of an ecosystem

### CHEMISTRY Y10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Energy changes in reactions	Rates of reaction	Equilibrium. Quantitative chemistry (the mole)	Quantitative chemistry (the mole) continued	Crude oil and fuels. Organic reactions.	Organic reactions continued. Polymers

### PHYSICS Y10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Radioactivity	Forces in balance	Motion	Forces and motion	Forces and pressure	Investigative skills

There is no longer assessed coursework to be completed for the GCSE courses but there are compulsory experiments that the students need to have carried out in class. The theory and practice behind compulsory experiments will be tested in the final examinations, so it is important that students do not miss lessons when they take place.

## Science Single Sciences (AQA) Year 11

**Brief Synopsis:** Our students start their GCSE Science courses in year 9. In year 10 and 11 the more able students will follow the pathway leading to GCSEs in each of Biology Chemistry and Physics. This is sometimes referred to as 'Triple Science'.

**Topics Studied:** Biology, Chemistry and Physics topics as listed below.

### BIOLOGY Y11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Biodiversity and ecosystems	Variation and evolution	Genetics and evolution	Revision	Revision Exams	Exams

### CHEMISTRY Y11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Chemical analysis	Earth's atmosphere	Earth's resources	Using our resources	Revision Exams	Exams

### PHYSICS Y11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Electromagnetic waves	Light	Electromagnetism	Space	Revision/exams	Exams

There is no longer assessed coursework to be completed for the GCSE courses but there are compulsory experiments that the students need to have carried out in class. The theory and practice behind compulsory experiments will be tested in the final examinations, so it is important that students do not miss lessons when they take place.

## Combined Science (AQA Trilogy) Year 10

**Brief Synopsis:** Our students start their GCSE Science courses in year 9. Most of them will then continue to the AQA Trilogy Combined Science course through years 10 and 11. They will sit 6 exams that cover Biology, Chemistry and Physics at the end of year 11. The qualification is worth 2 GCSEs.

**Topics Studied:** Biology, Chemistry and Physics topics as listed below.

### BIOLOGY Y10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
The mammalian circulatory system. Organisation in plants	Transport in plants, photosynthesis and respiration	The nervous system	Hormones and homeostasis	Reproduction and genetics	Adaptations, competition, organisation of an ecosystem

### CHEMISTRY Y10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Electrolysis	Energy changes	Rates of reaction	Equilibrium. Quantitative chemistry	Quantitative chemistry continued. Revision.	Crude oil and fuels.

### PHYSICS Y10

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Radioactivity	Forces in balance	Motion	Forces and motion	The properties of waves	Investigative skills

There is no longer assessed coursework to be completed for the GCSE courses but there are compulsory experiments that the students need to have carried out in class. The theory and practice behind compulsory experiments will be tested in the final examinations, so it is important that students do not miss lessons when they take place.

## Combined Science (AQA Trilogy) Year 11

**Brief Synopsis:** Our students start their GCSE Science courses in year 9. Most of them will then continue to the AQA Trilogy Combined Science course through years 10 and 11. They will sit 6 exams that cover Biology, Chemistry and Physics at the end of year 11. The qualification is worth 2 GCSEs.

**Topics Studied:** Biology, Chemistry and Physics topics as listed below.

### BIOLOGY Y11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Biodiversity and ecosystems	Genetics and evolution	Revision	Revision	Revision	/

### CHEMISTRY Y11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Chemical analysis	Earth's atmosphere	Earth's resources	Revision	Revision Exams	Exams

### PHYSICS Y11

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Electromagnetic waves	Electromagnetism	Revision	Revision	Revision/exams	Exams

There is no longer assessed coursework to be completed for the GCSE courses but there are compulsory experiments that the students need to have carried out in class. The theory and practice behind compulsory experiments will be tested in the final examinations, so it is important that students do not miss lessons when they take place.

## Science - Year 10 Setting

From September 2022 we will be tweaking our approach to teaching Year 10 students.

We will be grouping students by our examination entry requirement. What this means is that our triple students will remain as a group with Combined Science students split into Higher and Foundation subgroups.

Within these subgroups sets, the students will be in a mixed ability class.

Consequently, we feel this will raise aspirations and therefore attainment allowing all students to make progress at a rate greater than we would expect.

Triple Science: 10mnSt1	Triple Science: 10opSt1
Higher Combined: 10mnSc2RF 10mnSc2KJ	Higher Combined: 10opSc2RF 10opSc2KJ
Foundation Combined: 10mnSc3EB 10mnSc3IN 10mnSc3CD	Foundation Combined: 10opSc3EB 10opSc3IN 10opSc3CD

**Students in St1, will complete the Triple Science Curriculum**

**Students in classes '2', will complete the Higher Combined Science curriculum**

**Students in classes '3', will complete the Foundation Combined Science curriculum**



## Science - Year 10 Setting

**The initials from classes 2 and classes 3 are established scientists. Each class is linked to the scientists.**

RF (Rosalind Franklin) - Rosalind Elsie Franklin was an English chemist and X-ray crystallographer whose work was central to the understanding of the molecular structures of DNA, RNA, viruses, coal, and graphite.

KJ (Katherine Johnson) - Katherine Johnson was an African - American mathematician whose calculations of orbital mechanics as a NASA employee were critical to the success of the first and subsequent U.S. crewed spaceflights.

EB (Edward Bouchet) - Edward Alexander Bouchet was an American physicist and educator and was the first African American to earn a Ph.D. from any American university, completing his dissertation in physics at Yale in 1876. On the basis of his academic record he was elected to the Phi Beta Kappa Society.

IN (Isaac Newton) - Sir Isaac Newton PRS was an English mathematician, physicist, astronomer, alchemist, theologian, and author widely recognised as one of the greatest mathematicians and physicists of all time and among the most influential scientists. He was a key figure in the philosophical revolution known as the Enlightenment.

CD (Charles Darwin) - Charles Robert Darwin FRS FRGS FLS FZS was an English naturalist, geologist, and biologist, best known for his contributions to evolutionary biology. His proposition that all species of life have descended from a common ancestor is now widely accepted and considered a fundamental concept in science.

## Sociology (AQA)

Sociology is the study of how society is organised and how we experience life – it will encourage you to look at the world in new ways!

### Skills:

- Literacy skills
- Critical evaluation
- Problem solving
- Clear and logical thinking
- Research skills

**Setting:** Students are taught in mixed ability groups.

**Class size:** Usually between 25 - 32

**Home Learning:** Home Learning will be set at least once a week. This might include watching a soap to see how many different family types are on display, analysing crime statistics for our local area or attempting an exam style question. Approximately 20 - 30 minutes is usual.

**Materials/equipment:** We encourage parents to purchase the revision guide, but all other resources are supplied by the College. We will use computers, newspapers, journals, and many other sources of information to help us understand how society functions.

### Assessment and Reporting:

This course (AQA code 8192) has 4 modules spread over the two-year course and two final GCSE exams that are 1 hr and 45 minutes hours long.

Year 1: Family and Education, Year 2: Crime and deviance and social stratification. Students will be assessed on the Sociological approach and Sociological research methods in each topic. There is no controlled assessment in this specification.

### How parents/carers can help:

- Work with your young person to ensure all notes and books required for class work, assessments and later exam revision are to hand
- Help them prepare by revising for the assessments and exams. Ask your young person to explain what they are learning/revising. A good explanation shows that they understand the topic well enough to write an answer in class or in exams covering that topic or area
- Download a copy of the programme of study for the course to help keep track of progress. You can find this on the AQA website
- Encourage your young person to ask for help from their teacher(s) relating to topics they do not fully understand
- To aid your young person's progress, ensure we have your current email address so that quick communication can take place
- Encourage your young person to access the revision materials on Edulink or Fileshare, particularly prior to assessments. This encouragement will help your young person to continue working hard
- Please encourage your young person to take an interest in current affairs/social issues by watching relevant documentaries, the news and by reading newspapers.

**Useful websites:** AQA Sociology GCSE for past papers and Glossaries (AQA Code 8192).

## Sociology (AQA)

**Brief Synopsis:** This new and innovative course moves away from traditional lessons and teaching to form discussion groups and offers an approach to learning tailored to suit a modern Collingwood student's need. Past students say this course has been invaluable for entry to careers in the social sciences, the police force, and other major employers.

**Topics studied:** The course content is divided into sections that deal with kinds of social relations or with different aspects of the social structure of British society. Students are encouraged to see the connections within social life and to examine the links between various kinds of social relations. They should learn the role of sociological concepts, models and perspectives concerned with both structure and process, in understanding and explaining patterns of social life.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Introduction to Sociology Research methods Sociological perspectives End of topic test	Family Mid topic test	Family End of topic test	Education	Education Mid topic test	Education Revision Mock exam – Paper 1 (Family, education, and methods)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Crime and deviance Mid topic test	Crime and deviance Mock exam (includes end of topic test)	Social Stratification Mock exam	Social Stratification End of topic test Revision	Revision	Examinations mid-May



## Level 1 Certificate in Engineering (EAL) – 2 Year

The Level 1 Certificate in Engineering is a course designed to give students a starting point to move onto level 2 courses that will lead to jobs within the engineering industry. They will gain hands on experience of modern engineering processes and learn about the most suitable materials and computer aided manufacturing methods. They will learn basic skills in car maintenance and different types of motor vehicles as an additional unit of work.

**Skills:** Creative, imaginative, like designing and sketching ideas, both by hand and virtually. Enjoy using both computer-controlled machinery and computer design software. Be interested in using modern technology like 3D printing and laser cutting. Have an interest in cars and car maintenance. Be interested in problem solving and applying theory to a practical situation.

**Class Size:** 12 Maximum, by invite only

**Home Learning:** Students will be expected to complete tasks on a weekly basis and could include research tasks, questions, and preparation for assessments, or making card/paper prototypes. These should take approximately 20 to 30 minutes to complete. Students can complete home learning at College if a home computer is not available; currently this is in V11 every day after College.

**Materials/equipment:** Students will require the usual Super 7 equipment. Each student has access to a computer, software, workshop tools, safety equipment and any other hardware as necessary.

### **Assessment and Reporting:**

Four units need to be completed across the 2-year course which are marked on a Pass/Fail basis towards the Level 1 (½ GCSE Equivalent) qualification. This is then concluded by the completion of an internally assessed Synoptic challenge, which is awarded Pass, Fail, Merit or Distinction.

**Introduction to CAD** – Internally assessed written Knowledge and Practical assessment paper, both marked on a pass/fail basis. Checks students understanding of Computer Aided Designing.

**Introduction to CAM** - Internally assessed written Knowledge and Practical assessment paper, both marked on a pass/fail basis. Checks students understanding of Computer Aided Machinery.

**Introduction to Motor Vehicle Maintenance** - Internally assessed written Knowledge and Practical assessment paper, both marked on a pass/fail basis. Checks students understanding of cars and car maintenance.

**Introduction to Working in Engineering** – A timed online examination, set up as multiple-choice questions. Checks students understanding of workshop use, safety and maintenance of tools and equipment.

**Synoptic Assessment** - Internally assessed PowerPoint portfolio. Checks students understanding of all subjects above.

### **How parents can help:**

- Monitoring the planner and ensure home learning, research and design tasks are completed
- Allow students to download relevant design software onto a home PC (Autodesk Inventor 2017 - Free to students)
- Encouraging students to use the D&T design labs and workshops in afterschool / lunch opportunities to practice their skills
- Contributing to the annual D&T department donations request

**Useful websites:** <https://www.autodesk.com/education/free-software/featured> - Location of free download of Autodesk Inventor (CAD software)

## Level 1 Certificate in Engineering (EAL) – 2 Year

### Brief Synopsis:

The Level 1 Certificate in Engineering will allow students to gain hands on experience of modern engineering processes and learn about the most suitable materials and manufacturing methods for building products. They will create designs for engineered prototypes using traditional and computer-based methods. Students will be taught how to plan and adapt products for manufacture and how apply knowledge to a challenge.

**Topics/Skills Studied:** Use and maintenance of basic workshop equipment: saws, drills, files etc. 2D & 3D CAD design and software. Prototyping. Planning and designing for manufacture. 3D printing, laser cutting. Materials, their properties and uses. Different car types and how to perform simple maintenance tasks.

Autumn Term 1	Spring Term 2	Summer Term 3
<p><b>Y10: Introduction to CAD</b> Students will develop skills on Computer designing using the program Inventor. They will create Lego bricks, a 3D Printed pencil topper, a cube and rod project and then complete a written, internally assessed Knowledge Assessment and Practical Assessment.</p> <p><b>Y11: Introduction to Motor Vehicle Maintenance</b> Students will complete theory on maintaining a car and different types of cars. They will develop practical skills on maintaining a vehicle and then complete a written, internally assessed Knowledge Assessment and Practical Assessment.</p>	<p><b>Y10: Introduction to CAM</b> Students will develop skills using Computer Aided Machinery such as the laser cutter and 3D printers. They will design and produce a tea light holder, cube keyring and Car design challenge and then complete a written, internally assessed Knowledge Assessment and Practical Assessment.</p> <p><b>Y11: Synoptic Development</b> Students are challenged to use their developed skills and knowledge to design, model, test and create a product related to car maintenance. This is an internally assessed module that completes the Level 2.</p>	<p><b>Y10: Introduction to working in Engineering</b> Preparation for examination, covering theory topics about use of a workshop, safety and maintenance of tools and equipment. This is supported by workshop based practical lessons. Examination practice, mocks, and exam entry (online exam based on multiple choice questions).</p> <p><b>Y11:</b> Dependent on time frames and student's completion of the online/internal examinations, students that complete all required modules early will be able to use lesson time to complete their own private interest project using the school's resources, workshops, and design suites. Alternatively, under special agreement, extra time spent preparing for other GCSE exams.</p>

## Engineering Manufacture – Cambridge Nationals (OCR) – 3 Year Level 2 Technical Award

Engineering in manufacture is a course designed to prepare students for working in the engineering industry. They will gain hands on experience of modern engineering processes and learn about the most suitable materials and manufacturing methods for building products. They will create designs for engineered prototypes using traditional and computer-based methods. Students will be taught how to plan and adapt products for manufacture and how to build quality control and quality assurance tests into their production.

**Skills:** Creative, imaginative, like designing and sketching ideas, both by hand and virtually. Enjoy working with their hands and making products using both computer controlled and traditional metal-based workshop machinery. Be interested in using modern technology like 3D printing, 3D Scanning and 3D CAD design. Be interested in problem solving and applying theory to a practical situation.

**Class Size:** 20 to 22 Max

**Home Learning:** Students will be expected to complete tasks on a weekly basis and could include research tasks, questions, design work, worksheets, and preparation for assessments, or making card/paper prototypes. These should take approximately 20 to 30 minutes to complete. Students can complete home learning at College if a home computer is not available; currently this is in V11 every day after College.

**Materials/equipment:** Students will require the usual Super 7 equipment; a USB memory stick would also be useful. Each student has access to a computer, software, workshop tools, safety equipment and any other hardware as necessary.

### Assessment and Reporting:

Four units need to be completed across the 3-year course which are each worth 25% of the full Level 2 (GCSE Equivalent) qualification

**Engineering materials, processes, and production** - Externally marked examination paper - Tests students' materials and manufacture/planning knowledge.

**Preparing and planning for manufacture** Centre-assessed task – Students design and make a pre-production proto-type product and evaluate its success.

**Computer-aided manufacturing** Centre-assessed task – Students produce a range of CAD drawings for a product and set up CNC machinery to manufacture it, as well as to check quality control

**Quality control of engineered products** Centre-Assessed task – Students will complete a case study of a real mass-produced product and engineer the quality control checks and processes that would need to be carried out during production, whilst learning about the concept of lean manufacturing.

### How parents can help:

- Monitoring the planner and ensure home learning, research and design tasks are completed.
- Allow students to download relevant design software onto a home PC (Autodesk Inventor 2017 - Free to students)
- Encouraging students to use the D&T design labs and workshops in afterschool / lunch opportunities to practice their skills
- Contributing to the annual D&T department donations request.

**Useful websites:** <https://www.autodesk.com/education/free-software/featured> - Location of free download of Autodesk Inventor (CAD software)  
Fileshare or Edulink (students will be provided a link) - Student class 'OneNote' notebooks (links will be provided)

## Engineering Manufacture – Cambridge Nationals (OCR) – 3 Year Level 2 Technical Award

**Brief Synopsis:** Engineering in manufacture is a course designed to prepare students for working in the engineering industry. They will gain hands on experience of modern engineering processes and learn about the most suitable materials and manufacturing methods for building products. They will create designs for engineered prototypes using traditional and computer-based methods. Students will be taught how to plan and adapt products for manufacture and how to build quality control and quality assurance tests into their production.

**Topics/Skills Studied:** Practical engineering principles. Use of traditional metal manufacturing techniques: centre lathe, milling and brazing. 2D & 3D CAD design and software. Prototyping. Planning and designing for manufacture. 3D printing, laser cutting and programming CNC machinery. Materials, their properties and uses.

Autumn Term 1 Year 10	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Workshop skills . Design, plan, and manufacture a hammer from metal	Design, plan and manufacture a hammer from metal	Computer Aided Manufacture. Research a range of Computer Aided Manufacture processes before using CAD to design a product to be manufactured using a CAM process.	Computer Aided Manufacture. Research a range of Computer Aided Manufacture processes before using CAD to design a product to be manufactured using a CAM process.	Exam Theory and Preparation for coursework.	Coursework Unit R016-CADCAM
Autumn Term 1 Year 11	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Coursework Unit R015-Manufacturing a one-off product	Coursework Unit R015-Manufacturing a one-off product	Exam preparation	Exam preparation	Exam preparation & final exam	

## Food Preparation and Nutrition (Eduqas) - 3 year course

In Year 9 students will commence their 3 Year Technology option, including both practical and written work.

### Skills:

Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The use of ICT is essential, as computer aided design is tested in both the Non-Examination Assessments (NEA's) and the final examination.

**Setting:** Students are taught in mixed ability groups.

**Class size:** Students are generally taught in groups of 20.

**Home Learning:** Home learning is essential for students to prepare for their practical lessons.

**Materials/Equipment:** Recipe ingredients for practical sessions (lists provided in advance), dishes, cake tins/piping bags as required.

### Assessment and Reporting:

50% of the course is 2 NEA's - the NEA tasks are issued by the exam board in the September and November of the year of examination i.e., Year 11 and the remaining 50% assessment is a terminal written examination at the end of Year 11.

### How parents/carers can help:

Ensure that your child has the correct equipment/materials for all lessons and that they bring the required ingredients on the days they are cooking. Timetables of planned cooking times will be issued in the first term. Ask to check your child's progress of written tasks and home learning via their OneNote learning platform notebook.

**Useful websites:** [www.eduqas.co.uk](http://www.eduqas.co.uk) [www.wjec.co.uk](http://www.wjec.co.uk)





## Food Preparation and Nutrition (Eduqas) – 3-year course

### Brief Synopsis:

Design and Technology courses in Year 9 have been designed to allow students to design and make quality products with creativity, originality and flair using a wide range of appropriate materials. They will develop the basic skills necessary for their chosen Design Technology option. The basic practical skills and knowledge are often taught through a series of minor projects. The skills and knowledge taught become more complex to meet the GCSE specifications and content.

### Topics Studied:

Basic skills Macro–Nutrients Healthy eating, Micro-Nutrients Healthy eating with Food commodities and functional properties of Nutrient in cooking.

Autumn Term	Spring Term	Summer Term
<p>The following projects are covered across all terms on a rotation basis</p> <p><b>Theme</b> Basic skills Macro- Nutrients Healthy eating</p> <p><b>Theory</b> Principles of Nutrition Macro Nutrients (Protein, Carbohydrates and Fat) Health and safety Food contamination Diet and good health The science of cooking food Nutritional Analysis Food Science-functional properties of protein, Fats and Carbohydrates in cooking. Factors effecting food choices Costing</p> <p><b>Practical</b> Cooking and food preparation - Meat cookery, meat analogue, fish, eggs, dairy, starches, bread making and sugars Food Choices (Sensory perception, Religious, cultural needs, dietary requirements etc)</p>	<p>The following projects are covered across all terms on a rotation basis</p> <p><b>Theme</b> Macro Nutrients Healthy eating</p> <p><b>Theory</b> Macro Nutrients - Carbohydrates and Fat Raising Agents Food Commodities Method of cooking-Conduction, Convection and Radiation. Types of pastry making-Short crust, Choux and Flaky (Dextrinisation and Maillard reaction, Laminating and Shortening) Properties of Egg-Coagulation, Emulsification, denaturisation, and foaming Seasonality Functional properties of Starches in cooking</p> <p><b>Practical</b> Cooking and food preparation -Pastry making-Pies, custard tarts, fruit pies, decorative techniques, international cuisines - Jam and chutney making</p>	<p>The following projects are covered across all terms on a rotation basis</p> <p><b>Theme</b> Micronutrients-Vitamins and Minerals</p> <p><b>Theory</b> Fruits and vegetables Browning reaction Sustainability, Food miles and environmental issues Dietary requirements of different groups of population Food Provenance Nutritional Analysis</p> <p><b>Practical</b> Fruits and vegetable products Meal planning for specific group of population</p> <p><b>Preparation of Controlled Assessments -NEA-2</b> Practical assessment-35%</p> <p>Street Food-You are to design and make a new and exciting street food dish that is suitable for all age groups. Your dish should promote a healthy,</p>

**Preparation for controlled assessment -NEA1-  
Science Investigation-15% of Control  
assessment.**

Experiments - Gelatinisation of starches,  
Coagulation of eggs and food tasting

**Practical assessment – NEA1-Science  
Investigation.**

**Fat is one of the main ingredients used to make  
pastry.**

Investigate the working characteristics, the  
functional and chemical properties (where  
appropriate) of a range of fats that can be used to  
achieve a perfect shortcrust pastry.

**For Yr-11 Preparation for Control assessment -  
NEA1-Science Investigation-15% -The  
specification will be released by exam board on 1  
Sep.**

**Preparation for controlled assessment**

Experiments on raising agents, types of flour and  
fats.

balanced diet and be attractive and appealing. It  
should be a dish that can be made quickly and can  
be eaten on the move.

**For yr-11 the specification for NEA 2  
assessment-35% will be released by exam  
board in November.**

Written assessment-June/July

## Design & Technology - (AQA) - Product Design

Product Design is a course designed to prepare students for working in the design and manufacture industries. They will gain hands on experience of modern design processes as well as learn about the most suitable modern and traditional manufacturing skills to realise their products. They will create designs on a variety of industry standard CAD design software and gain competency using a wide variety of timber and polymer working tools and equipment. Students will be taught how to plan and adapt products for manufacture using an iterative design process.

**Skills:** Creative, imaginative, like designing and sketching ideas, both by hand and virtually. Enjoy working with their hands and making products using both computer controlled and traditional hand manufacturing methods. Be interested in using modern technology like 3D printing, laser cutting and 3D CAD design. Be interested in using traditional tools such as saws, files, and drills. Be interested in problem solving and applying theory to a practical situation.

**Class Size:** 20 to 22 Max.

**Home Learning:** Students will be expected to complete tasks on a weekly basis which could include research tasks, questions, design work, worksheets, and preparation for assessments, or making card/paper prototypes. These should take approximately 20 to 30 minutes to complete. Students can complete home learning at College if a home computer is not available; currently this is in V11 every day after College.

**Materials/equipment:** Students will require the usual Super 7 equipment, colouring pencils, and a protractor. Access to a device that can support Microsoft OneNote would be useful. In lessons, each student has access to a computer, software, workshop tools, safety equipment and any other hardware as necessary.

**Assessment and Reporting:** The course is broken down into two parts; an Examination at the end of Y11 worth 50% of the final GCSE grade and a Non-Examined Assessment (NEA) based on a brief released by AQA which is the final 50% of the GCSE.

The Exam is broken down into three parts as shown below:

- Section A (20 marks): this is based on the core technical principles and comprises of multiple choice and short-answer questions.
- Section B (30 marks): this is based on Specialist technical principles (students chosen subject area) and comprises of extended answer questions.
- Section C (50 marks): this is based on Designing and Making Principles.
- The NEA is introduced in June of Y10. Students will produce a portfolio of design work which will include research, sketches, models, a final prototype, and evaluations and is broken down as shown below:
- Research: 20 marks
- Design and modelling (including final prototype): 60 marks
- Evaluations: 20 marks

### How parents can help:

- Monitoring the planner and ensure home learning, research and design tasks are completed.
- Allow students to download relevant design software onto a home PC (Autodesk Inventor 2017 - Free to students, OneNote)
- Encouraging students to use the D&T design labs and workshops in afterschool / lunch opportunities to practice their skills
- Contributing to the annual D&T department donations request.
- Check your child's OneNote Notebook for home learning and written task completion.
- Advised revision book for this subject: CGP GCSE AQA Design & Technology for the Grade 9-1 Exams, Complete revision, and practice. This book comes with a free online edition and can be bought for £10.99 in WHSmith.

## Product Design (AQA)

**Brief Synopsis:** Product Design is a course designed to prepare students for working in the design and manufacture industries. They will gain hands on experience of modern design processes as well as learn about the most suitable traditional wood working skills to create their products. They will create designs on a variety of industry standard design software and gain competency using a wide variety of wood working tools and equipment. Students will be taught how to plan and adapt products for manufacture using an iterative design process.

**Topics/Skills Studied:** Practical skills using wood and plastics. Use of traditional manufacturing techniques: saws, drills, 2D & 3D CAD design and software. Prototyping. Planning and designing for manufacture. 3D printing and laser cutting. Materials, their properties and uses.

Year 9	Year 10	Year 11
<p><b>Practice/skills project 1: Desk Tidy</b> – Using 2D CAD software (Adobe Illustrator) to create a unique back board which attaches to a wooden base that students attach a line bent acrylic note holder to.</p> <p><b>Practice/skills project 2: Small Box</b> - Students will be taught the importance of accurate manufacture. They use hand skills to create a small box using finger joints. They create unique designs using CAD to engrave onto the wood with the laser cutter, and additions for the box to be 3D printed.</p> <p><b>Practice/skills project 3: Lighting</b> – Creating a wooden frame and integrating textiles to create a wall art piece. Students learn to solder a basic circuit using LED strip lights.</p> <p>Appropriate theory-based lessons will be taught throughout the year and set as Home Learning tasks. This will be tested at the start of each lesson.</p>	<p><b>Mock NEA 2 - Gadget Tidy</b> Students will complete a mock Centre-assessed task. This is a design, model and make project that requires students to draw on and develop all the skills introduced in Year 9.</p> <p><b>NEA:</b> Students will be introduced to their NEA choices from June. During the Summer Term, students will be researching existing products, planning their project, and creating a Specification.</p> <p>Appropriate theory-based lessons will be taught throughout the year and set as home learning tasks. This will be tested at the start of each lesson.</p>	<p><b>NEA:</b> Students will be continuing their NEA. The remaining NEA to be completed will involve design, model, and evaluations. The draft version of the NEA should be completed by February half term for submission. Although students will be given deadlines set by their class teachers to help them manage the workload, they are responsible for completing their own work by their final given deadline.</p> <p><b>Exam prep:</b> Preparation for examination, covering remaining theory topics and revision of those covered in earlier years will be after NEA submission. Examination practice and mocks will continue.</p> <p><b>Exam Paper</b> Sat in June and is worth 50% of the GCSE Grade.</p>

## Systems & Control - Cambridge Nationals (OCR) – 3 Year Level 2 Technical Award

Systems & Control is a course which will allow students with an interest in electronics to develop their skills and passion. They will be required to learn the theory of digital and analogue electronics, how to design and build circuits on both protoboard and real soldered PCBs. They will also learn to use programmable electronic microcontrollers, and how to test, fault find and repair circuits using test equipment. Additionally, we teach the students to use 2D and 3D Cad software, 3D printing and laser cutting to build bespoke enclosures for their electronic products.

**Skills:** Creative, imaginative, problem solvers. Enjoy working with their hands and making products using both computer controlled and traditional hand tools like soldering irons. They need to be interested in using modern technology like 3D printing, and 2D/3D CAD design. Be interested in problem solving and applying theory to a practical situation.

**Class Size:** 20 to 22 Max

**Home Learning:** Students will be expected to complete tasks on a weekly basis and could include research tasks, questions, design work, worksheets, and preparation for assessments. These should take approximately 20 to 30 minutes to complete. Students can complete home learning at College if a home computer is not available; currently this is in V11 every day after College.

**Materials/equipment:** Students will require the usual Super 7 equipment; a USB memory stick would also be useful. A calculator (ideally scientific) will also be needed for the exam and some lessons. Each student has access to a computer, software, workshop tools, safety equipment and any other hardware as necessary. Material costs are supported by annual parental donations to the College. Access to a home computer (Windows based) to run the associated software at home would also be highly beneficial, though not mandatory.

### Assessment and Reporting:

Four units need to be completed across the 3-year course which are each worth 25% of the full Level 2 (GCSE Equivalent) qualification

**Electronic Principles (Exam)** - Externally marked examination paper - Test student's electronics knowledge of components, principles, and circuit construction & testing knowledge.

**Design, Build & Test PCBS** - Centre-assessed task – Students design, make and test a PCB of their own design and produce a report that documents this process.

**Computers in Systems & Control** – Centre-assessed task - Students produce a researched report explaining how computers have impacted the design and methods of electronic circuit development and testing over time.

**Process & control** – Students learn how to build and program Microcontroller circuits. They will program a circuit to solve a real-life design challenge and learn the principles of programming and how to integrate programmed electronics into circuit boards.

### How parents can help:

- Monitoring the planner and ensure home learning, research and design tasks are completed
- Allow students to download relevant design software onto a home PC (Autodesk Inventor 2017, Circuit Wizard - Free to students)
- Encouraging students to use the D&T design labs and workshops in afterschool / lunch opportunities to practice their skills
- Contributing to the annual D&T department donations request – Purchasing an 'electronics prototyping' kit from Amazon (ask for recommendations)

**Useful websites:** <https://www.youtube.com/user/bodgeJobRob> - Course teacher's YouTube channel

Students OneNote class notebook (please talk to your child about how to access this), School 'Fileshare' area – Students will have a link provided.

## Systems & Control - Cambridge Nationals (OCR) – 3 Year Level 2 Technical Award

**Brief synopsis:** During the 3 years, students are required to learn the theory of digital and analogue electronics, how to design and build circuits on both protoboard and real soldered PCBs. They will also learn to use programable electronic microcontrollers, and how to test, fault find and repair circuits using test equipment. Additionally, we teach the students to use 2D and 3D Cad software, 3D printing and laser cutting to build bespoke enclosures for their electronic products.

**Topics Studied:** Sensing circuits, CAD circuit design, Logic Gates, Microcontrollers, Digital and Analogue circuits, Testing and fault-finding methods, PCB assembly, small scale and mass production, Output components, transistors & Driver circuits.

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 9</b>	<b>Night light project</b> Students learn to draw a PCB in CAD from a circuit diagram and solder together	<b>Night light project</b> Students build an enclosure in CAD for their project and learn the theory of transistor switches and sensor circuits.	<b>MP3 Speaker Project</b> Students learn about logic gates through experimentation and undertake a 2 <sup>nd</sup> practice PCB construction to build an MP3 Speaker	<b>MP3 Speaker project</b> Students learn about IDigital and analogue signals and conversion /processing are taught to use 3D CAD independently to design their enclosure.	<b>Speaker CAD/3D printing</b> Students learn how to convert a CAD file into a 3D printed part and build their product into their enclosure.	<b>Circuit testing &amp; fault-finding principles</b> Students are taught, through experiments on their own circuits how to use a multimeter and other test equipment to find faults in circuits.
<b>Year 10</b>	<b>Design, Build and Test PCBs</b> Students use the knowledge from year 9 to design and build a PCB for assessment 1.	<b>Design, Build and Test PCBs</b> Students use the knowledge from year 9 to test, debug and correct their PCB and document this in folder work	<b>Design, Build and Test &amp; Program</b> Students' complete paperwork evidence for remainder of R114 and learn basic 'programming' of the microcontroller in their product	<b>Programmable Control &amp; Microcontrollers</b> Students are taught a carousel of programming skills centred around switching outputs on and off and responding to digital and analogue sensors	<b>Programmable Control &amp; Microcontrollers</b> Students learn how to connect digital and analogue components to microcontroller circuits virtually and with a real circuit.  Begin folder work	<b>Programmable Control &amp; Microcontrollers</b> Students program a microcontroller to solve a real-life design challenge (Car park entry/exit barrier system) and document their circuit/code for portfolio evidence.
<b>Year 11</b>	<b>Computers in Systems &amp; Exam theory</b> Students complete research tasks into unit R115 & cover various other exam theory topics	<b>Computers in Systems (Exam prep Nov Mock)</b> Students complete Case studies relevant to topics in unit R115 & cover various other exam theory topics	<b>Computers in Systems (Exam prep Nov Mock)</b> Finalization of unit R115 paperwork and submission of all coursework elements. Exam revision.	<b>Summer Exam unit prep and revision</b>	<b>Summer Exam unit prep and revision</b>	<b>Course finishes</b>

## PSHE

PSHE (Personal, Social, Health and Economic) education is taught by form tutors in a lesson once per cycle. It is a statutory requirement that Secondary Schools teach Relationships and Sex Education, and Health Education and schools are encouraged to include personal, social, and economic education in their PSHE curriculum. Parents will be able to withdraw their child (following discussion with the College) from any or all aspects of sex education, other than those which are part of the science curriculum, up to and until two terms before the age of 16. Parents will not be able to withdraw their child from any aspect of statutory relationships or health education.

**Skills:** PSHE education is concerned with students' personal development and ensuring students have the knowledge they need to make informed choices in relation to their own wellbeing. PSHE lessons are designed to equip students with knowledge, understanding, attitudes and practical skills to live healthy, safe, and productive lives. We encourage them to develop empathy and understanding and aim to reduce the stigma and misconceptions that surround many of the topics we cover. The lessons also enable students to reflect on and clarify their own attitudes and values and explore the complex, and sometimes conflicting, range of attitudes and values they will encounter now and in the future.

**Topics studied:** The following topics will be included in the PSHE education lessons:

Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health, and prevention of illness, basic first aid, the changing adolescent body, families, respectful relationships (including friendships), online and media, being safe, intimate, and sexual relationships (including sexual health)

**Materials and equipment:** Students need to come equipped with pens. They will have a PSHE workbook which will be kept in College.

**Assessment and Reporting:** Students' knowledge of course content will be assessed regularly to give them the opportunity to reflect on what they have learned and identify what they need to do next. Tutors will report on students' Attitude to Learning in PSHE education lessons.

**How parents/carers can help:** There is no formal requirement for home learning, though students will benefit enormously from having discussions with parents and carers about some of the issues raised in PSHE education.

## Year 10/11 Setting Policy

For teaching purposes, both Years 10 and 11 are split into half bands (mn and op). Each half band contains between 5 to 6 teaching groups. Students are banded based on ability using assessment information. Optional subjects take students from the whole Year Group and are taught in mixed ability groups.

Core subjects will set students according to their ability in that subject. This document contains details of those subjects that prefer to set students by ability and will help parents understand the set codes. All other subjects have mixed ability classes. Student timetables shown on Edulink will display the set code for each subject.

Set codes are made up of 4 components: year, band, subject and set. For example, 11mn/En1a means Year 11, band mn, subject code English, set 1a. (1a/1b/1c are parallel top sets)

Subject	Code	Details
English	En	<b>Year 10</b> Students are set in Year 10. There are (on average) 2 top, 3 middle and 1 lower set in each side of the year <b>Year 11</b> Students are set in Year 10. There are (on average) 2 top, 3 middle and 1 lower set in each side of the year
Maths	Ma	Each half of the Year Group is divided into typically 6 hierarchical ability groups. The number of sets is dependent on the size of the year group.
PE	Pe	Core PE classes are all mixed ability and sometimes mixed gender. BTEC and GCSE practical classes are often mixed gender and mixed ability.
Science (Triple)	St	Year 10 and 11: Triple Science groups are coded as St. There are 2 ability sets – one on each side of the year.
Science (Combined)	Sc	Year 10: 5 sets on mn and 5 sets on op, grouped by ability Year 11: 5 sets on mn and 5 sets on op, grouped by ability
PRC	Pr	All students are taught PRC in their English group



## **Home Learning Timetables Year 10/11**

### **Different subjects have different needs**

All subjects will set home learning on EdulinkOne. Students will be set home learning tasks on set days according to a departmental timetable unless otherwise agreed with their subject teachers.

Subjects may set tasks which consolidate learning, or they will be set 'long-term' investigations/projects for completion over a period of time. This variation is to ensure that all Home Learning tasks are meaningful and recognise the fact that the needs of each subject are different.

### **Do I have to do the work set?**

The expectation is that students complete all work set by the deadline given. Failure to complete the task(s) will result in a behaviour point and departments can also sanction should they wish. Sanctions applied will enable completion of the Home Learning and ensure that students remain up to date with their learning.

### **Feedback**

All completed work will receive feedback through a variety of channels e.g., verbal, marks, written comments, ways to improve, class discussions etc. Completion of home learning will embed positive learning habits for life-long learning.

### **How long should I spend on my home learning?**

On average students should expect to have home learning set from 2-3 subjects per day. Some children will work quicker than others and get more done in less time. The rough guidelines are between 1 – 2 hours per day.

The emphasis is on how home learning helps students to learn, rather than on whether it takes a certain amount of time. Students should not be expected to spend much longer on home learning than the guide times. It does not matter if activities do not take as long as the guide times as long as they are useful. If students are spending too long on home learning tasks, please make subject staff aware.