



Southend High School for Girls

Year 10 & 11 Curriculum Information Booklet 2019

As a Year Team and a school we would like to welcome your daughter to Year 10 and Year 11. The next two years are very important and will help to determine your daughter's future. We want her to be successful and we aim to work with you in order to support her studies. In the next few pages you will find more details about the structure of the courses your daughter is undertaking as well as key dates and general advice and guidance. We hope these will be useful to you, but please do not hesitate to contact us if you have any further questions or concerns about your daughter's studies.

To further facilitate communication between home and school we would like to encourage you to refer to the website, as information relevant to your daughter's Year group is regularly updated on both the parents' and the students' tab and the weekly Gazette is also available to download from here. The school has also increased its presence on social media: we can be found on Facebook and Twitter by searching for @officialSHSG.

Finally, may we remind you that the Sims Parent app is used to report details of your daughter's attendance and attainment to you.

Mr C Peugniez, Learning Manager Year 10

Miss N Killi, Learning Manager Year 11

Key dates for Year 10

- **22nd November** Teacher Assessment 1 published to parents
- **3rd April** Teacher Assessment 2 published to parents
- **11th May** Year 10 Examinations start
- **19th June** Examination Results published to parents
- **25th June** Year 10 Parents' Evening

Key dates for Year 11

- **18th September** Year 11 parents information evening, 6:00pm
- **18th October** Teacher Assessment 1 published to parents
- **6th November** Sixth Form Open Evening, 6:00pm
- **18th November** Mock examinations begin
- **10th January** Teacher Assessment 2 published to parents
- **16th January** Year 11 Parents' Evening
- **13th March** Teacher Assessment 3 published to parents

Subject Information

Communications (English & Media Studies)

Director of Faculty: Mr L Boney

English

All students are entered for both GCSE English Language and English Literature. The course is linear and the examinations for both subjects will be sat in May 2018. This is a new course and there are no longer any coursework or controlled assessments to complete. We will be following the AQA Specification for both English Language and English Literature. There is no tiered entry, just one examination for all levels of ability. Although the examinations and qualifications are separate, the course will be taught in an integrated way so that students are able to develop skills of textual analysis in addition to becoming confident writers.

To begin the course, students will focus upon reading and responding to a variety of non-fiction and literary non-fiction texts. In addition to more contemporary texts, some of these extracts will have been written in the 19th and 20th centuries. They will also practise writing for different purposes and audiences in a variety of styles. They will go on to study an anthology of poetry on 'Love and Relationships' where they will be encouraged to develop a critical style and the ability to compare poems. They will undertake detailed study of a Shakespeare play such as *Macbeth*, *Romeo and Juliet* or *Much Ado About Nothing*.

During Year 11, students will continue to develop their own creative writing and reading comprehension skills. In addition, they will study either a modern play such as *An Inspector Calls* by J B Priestley or modern prose text such as *Lord of the Flies* by William Golding and a 19th century novel such as *A Christmas Carol* by Charles Dickens or *Pride and Prejudice* by Jane Austen. The focus will be upon an exploration of writers' style and effects.

Part of the GCSE English Language course is a non-examined assessment in Spoken Language. Students will practise, plan and deliver an individual presentation which is assessed by the teacher but does not count towards the overall GCSE grade.

The end-of-year examination for Year 10 in the summer of 2016 will test both Language and Literature skills.

Media Studies

Students take Eduqas GCSE Media Studies. This consists of 3 components:

Component 1 'Exploring the Media' 40%:

In this section we explore how language choices in magazines, newspapers and advertisements create representation.

We study the newspaper industry and examine how ownership and audience affects the types of stories that are featured. We also study how the film and video game industries operate and how they target audiences.

Component 2 'Understanding Media Forms' 40%:

Sitcoms such as 'Friends' and 'The IT Crowd' are studied in extract form.

The music industry and the history and development of music videos are examined with a particular focus on the representation of gender.

Component 3 'Creating Media Products' 30%:

This is the coursework section where student choose from a variety of briefs to create their own artefact. Typical options are;

TV Drama website

Lifestyle magazine

Hip hop/R&B website- with video extract.

Extra Curricular

Media students are expected to take on leadership positions within the BBC School news report club that meets on a Thursday lunchtime. The ideal media student is proactive and takes a keen interest in keeping up to date with developments in society and culture. Media Colours can be earned by a combination of high academic achievement and demonstrating commitment to the department and school. Media students are encouraged to assist in documenting school life and activities with photography and video in addition to developing their own creativity

Mathematics Director of Faculty: Mr A Hollick

Aims	<p>Students are continuing their KS4 course. The students will be following the 3 year linear course with the Edexcel examination board which they started in year 9.</p> <p>The Edexcel Level 2 GCSE has assessment grades (9 - 1) and aims to enable students to:</p> <ul style="list-style-type: none"> ● develop fluent knowledge, skills and understanding of mathematical methods and concepts ● acquire, select and apply mathematical techniques to solve problems ● reason mathematically, make deductions and inferences, and draw conclusions ● comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. 																		
Overview of content for year 10	<table border="1"> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;">Unit <u>7</u></td> <td style="text-align: center;"><u>a</u></td> <td>Perimeter, area and circles</td> </tr> <tr> <td style="text-align: center;"><u>b</u></td> <td>3D forms and volume, cylinders, cones and spheres</td> </tr> <tr> <td style="text-align: center;"><u>c</u></td> <td>Accuracy and bounds</td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">Unit <u>8</u></td> <td style="text-align: center;"><u>a</u></td> <td>Transformations</td> </tr> <tr> <td style="text-align: center;"><u>b</u></td> <td>Constructions, loci and bearings</td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">Unit <u>9</u></td> <td style="text-align: center;"><u>a</u></td> <td>Solving quadratic and simultaneous equations</td> </tr> <tr> <td style="text-align: center;"><u>b</u></td> <td>Inequalities</td> </tr> </table>	Unit <u>7</u>	<u>a</u>	Perimeter, area and circles	<u>b</u>	3D forms and volume, cylinders, cones and spheres	<u>c</u>	Accuracy and bounds	Unit <u>8</u>	<u>a</u>	Transformations	<u>b</u>	Constructions, loci and bearings	Unit <u>9</u>	<u>a</u>	Solving quadratic and simultaneous equations	<u>b</u>	Inequalities	
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	Unit <u>10</u>	Probability							
	Unit <u>11</u>	Multiplicative reasoning							
	Unit <u>12</u>	Similarity and congruence in 2D and 3D							
	Unit <u>13</u>	a Trigonometric graphs							
		b Further trigonometry							
	Unit <u>14</u>	a Collecting data							
		b Cumulative frequency, box plots and histograms							
	Unit <u>16</u>	a Circle theorems							
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Assessment in year 10	<p>Students will have regularly end of Unit tests.</p> <p>There will also be termly progress tests.</p> <p>The end of year test will consist of two papers, 1 hour each. One non-calculator and one calculator paper.</p>								
Final GCSE Assessment in year 11	<table border="1"> <thead> <tr> <th>Paper</th> <th>Duration</th> <th>Weighting</th> <th>Format</th> </tr> </thead> <tbody> <tr> <td>Paper 1H: Non calculator Paper 2H: Calculator Paper 3H: Calculator</td> <td>Each paper is 1 hour and 30 minutes.</td> <td>Each paper is equally weighted.</td> <td>Three written papers to be taken in Summer term in year 11</td> </tr> </tbody> </table>	Paper	Duration	Weighting	Format	Paper 1H: Non calculator Paper 2H: Calculator Paper 3H: Calculator	Each paper is 1 hour and 30 minutes.	Each paper is equally weighted.	Three written papers to be taken in Summer term in year 11
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Paper 1H: Non calculator Paper 2H: Calculator Paper 3H: Calculator	Each paper is 1 hour and 30 minutes.	Each paper is equally weighted.	Three written papers to be taken in Summer term in year 11						
Requirements	<p>The course develops the skills of numeracy, logical thinking and problem solving and will build upon the work that they covered in year 9.</p> <p>The students will be entered at the Higher Tier.</p>								
Further Information	<p>Students will also have the opportunity in year 10 and 11 to study for the AQA Level 2 Certificate in Further Maths. It gives high achieving students an introduction to AS level topics that will help them to develop skills in:</p> <ul style="list-style-type: none"> • Algebra & Calculus • Geometry • Matrices • Trigonometry • Functions & Graphs. <p>Assessment is linear: Paper 1 Non-calculator carries 40 per cent of marks, Paper 2 Calculator carries 60 per cent of marks.</p>								

Science
Director of Faculty Miss W Schofield

Biology

Triple students will continue their studies towards their GCSE in Biology, following the AQA specification.

There are seven components to the course, as outlined below. In the Summer of Year 11 there will be two externally marked 1 hour and 45 minute examinations; each of these components contributes 50% to the total GCSE grade for Biology.

In addition to this, throughout the course there are ten set required practical activities that have to be covered. By carrying out carefully considered practical work, students will enhance their investigative thinking, improve their mastery of techniques and consolidate their understanding of key scientific concepts.

Subject content

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

Most students will continue their studies towards their GCSE in Chemistry, following the OCR 21st century science specification.

There are seven components to the course, as outlined below. In the Summer of Year 11 there will be two externally marked 1 hour and 45 minute examinations; each of these components contributes 50% to the total GCSE grade for Chemistry. Both papers examine on the whole of the GCSE's content. The first paper is titled 'Breadth in Chemistry' and the second paper is titled 'Depth in Chemistry'.

In addition to this throughout the course there are at least eight practical activities to be carried out. By carrying out carefully considered practical work, students will enhance their investigative thinking, improve their mastery of techniques and consolidate their understanding of key scientific concepts.

Topics studied include:

- Air and Water
- Chemical Patterns
- Chemicals of the Natural Environment
- Material Choices
- Chemical Analysis
- Making Useful Chemicals
- Ideas about Science

Physics

Triple award students will continue their studies towards their GCSE in Physics, following the AQA specification.

There are eight components to the course, as outlined below. In the Summer of Year 11 there will be two externally marked 1 hour and 45 minute examinations; each of these components contributes 50% to the total GCSE grade for Physics.

In addition to this, throughout the course there are ten set required practical activities that have to be covered. By carrying out carefully considered practical work, students will enhance their investigative thinking, improve their mastery of techniques and consolidate their understanding of key scientific concepts.

Subject content

1. Energy
2. Electricity
3. Particle Model of Matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and Electromagnetism
8. Space Physics

Combined Science

Students taking the combined science course will be following the AQA Trilogy specification. This is a linear qualification so all students will sit their exams at the end of the course in Year 11. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology

Chemistry

- 8. Atomic structure and the periodic table
- 9. Bonding, structure, and the properties of matter
- 10. Quantitative chemistry
- 11. Chemical changes
- 12. Energy changes
- 13. The rate and extent of chemical change

- 14. Organic chemistry
- 15. Chemical analysis
- 16. Chemistry of the atmosphere
- 17. Using resources

Physics

- 18. Energy
- 19. Electricity
- 20. Particle model of matter
- 21. Atomic structure
- 22. Forces
- 23. Waves
- 24. Magnetism and electromagnetism

In addition to this, throughout the course there are twenty one required practical activities that have to be covered. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out these practical activities. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.

Each paper will be 1 hour 15 minutes and count towards 16.7% of the overall GCSE. The qualification will be graded on a 17-point scale: 1–1 to 9–9 where 9–9 is the best grade.

Studying for the Combined Science Trilogy GCSE does not prevent students from continuing their studies of Biology, Chemistry or Physics at AS level at Southend High School for Girls, or any other educational establishment.

Languages **Director of Faculty Mrs N Hulme**

French

Students will begin direct preparation for the AQA GCSE in this, the second year of Key Stage 4. In the five lessons per fortnight they will study Theme 1 (Identity and Culture) and part of Theme 2 (Local, national, international and global areas of interest). This will involve work on family and friends, technology in everyday life, free time activities, customs and festivals, local area and social issues. Students will prepare for the examinations in listening, reading, writing and speaking, each of which is worth 25% of the GCSE. All students will initially be prepared for the higher tier aiming at grades 5-9. Students will build on their grammatical knowledge from Key Stage 3 and will extend their knowledge of more complex structures such as pronouns, negative forms, adverbs and a wider range of tenses.

German

Students will begin direct preparation for the AQA GCSE in the second year of Key Stage 4. In the five lessons per fortnight they will study Theme 1 (Identity and Culture) and part of Theme 2 (Local, national, international and global areas of interest). This will involve work on family and friends, technology in everyday life, free time activities, customs and festivals, local area and social issues. Students will prepare for the examinations in listening, reading,

writing and speaking, each of which is worth 25% of the GCSE. All students will initially be prepared for the higher tier aiming at grades 5-9. Students will build on their grammatical knowledge from Key Stage 3 and will extend their knowledge of more complex structures and use of idiom.

Spanish

This is the first of the students' two-year GCSE course. The topics covered over the two years will be identity and culture; local, national, international and global areas of interest; and current and future study and employment. Students will continue to enhance their reading and listening comprehension skills, build up their translation skills both into and out of Spanish, undertake practice in role-plays and spontaneous speaking, and focus on improving their accuracy in their writing under examination conditions. New grammar will include the conditional tense, the perfect tense, the gerund, the present and imperfect continuous tenses and object pronouns. There are five lessons a fortnight.

International/Humanities **Director of Faculty Ms C Spilstead**

History

We follow the new EdExcel History GCSE course. Year 10 students begin with the Cold War. They will then study a second unit on the reigns of King Richard the Lionheart and King John and then begin the Germany topic studying Weimar Germany in the 1920s. In Year 11 they will complete their work on Germany by studying 1930s Germany, and complete a thematic unit on Crime and Punishment in England (which includes a case study of Victorian Whitechapel). At the end of Year 11 they will sit three exams, one on Germany, one on Crime and Punishment and a third which will be on both King Richard and King John and the Cold War. Students will continue to develop their essay writing, reading, analytical and source work skills throughout the course. By the time of their final exams they will be in a good position to begin A Level study.

Geography

Students will now be in their second year of study on the new GCSE course. In the autumn term, we will be using our fieldtrip to exemplify and extend our teaching of coastal landscapes as we will be spending significant time along the Holderness Coast. Students will continue with the 'Coastal change and conflict' unit which will work simultaneously with the fieldwork carried out during the Scarborough residential trip. Students then proceed onto learning about our 'Hazardous Earth' looking into contrasting examples of earthquake events and hurricanes and their impacts. To finish the year, Students complete the remainder of Paper 2 looking at 'The UK'S evolving human landscape', which includes a case study of a dynamic city. This will be based on the fieldwork carried out in York. We will be doing quite an extensive follow up to the field trip as now fieldwork techniques, skills and the knowledge acquired will actually be assessed via examination.

Year 11 will leave three shorter units on Rivers, Energy Consumption and Development Dynamics.

Religious Studies

Those students doing the GCSE in this subject will be following the new AQA specification. They will be studying the beliefs and practices of both Christianity and Judaism. This will examine the sources of belief and the way that these beliefs shape the way that members of

the faith behave. Running parallel to this they will explore a range of ethical issues including; medical issues, justice, and war. They will consider both secular and religious responses to these issues. There is no controlled assessment, the course is assessed by two public examinations at the end of year 11.

Those students not following this course will have one lesson of Religious Studies per fortnight in which they will explore the ways that religious and spiritual ideas have influenced and been communicated through cultural products – art, music, literature, film. This course is not assessed in any way.

Business Studies

This new 9-1 Edexcel Business course is designed to enable students to:

- understand and appreciate the impact of business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments demonstrating their depth and breadth of understanding of business.
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Year 10 content will focus on teaching and learning across Theme 1 below. Theme 2 may start after the Easter break.

Theme 1: Investigating small business

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Theme 2: Building a business

- 2.1 Growing a business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

Assessment

Assessment will take place in school summer examinations at the end of year 10. This will take the format of the end of GCSE examination and will be on material relating mostly to Theme 1 content. This will be in preparation for the final examination that will take place at the end of year 11 as below:-

<i>Paper</i>	<i>Duration</i>	<i>Weighting</i>	<i>Format</i>
<i>Theme 1</i>	1 hour 30 minutes	50%	Written examination Written examination
<i>Theme 2</i>	1 Hour 30 minutes	50%	

The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Extra-curricular: The London Institute of Banking and Finance Student Investor Challenge: Student teams are given £100,000 of fantasy cash. Each team must invest their money on the stock market, buying and selling various shares.

Open House: Teachers throughout the department provide lunchtime support to Year 10 GCSE.

Trips offered in the recent past have included:- Coca-Cola Edmonton, and BMW-Mini Cowley.

Further Information: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Economics

GCSE specifications in Economics should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to:

- Actively engage in the study of economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- Use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements;
- Apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts;
- Understand the perspectives of a range of different stakeholders in relation to economic activity;
- Consider the moral issues that arise as a result of the impact of economic activity on the environment and economic development;
- Recognise that their economic knowledge, understanding and skills helps them to understand current events and provides a basis for their role as citizens, and for the possible further study of economics.

We will be following the OCR specification. There is no tiered entry, just one examination paper for each unit of study for all ability levels. The course is linear and all examinations for each unit of study will be sat in May 2018. There is no controlled assessment element.

To begin, students will study **Unit A591 How the Market Works** and will be introduced to the functioning of markets. Students will investigate the economic problem, competitive markets, monopolistic markets and labour markets. The aim would be to have this unit completed by the end of the first school term.

In the Spring Term of Year 10, all students will study **Unit A592 How the Economy Works** and will be introduced to economic objectives and government policy. As part of this unit of work, the main areas for focus include economic growth, inflation, unemployment and how fiscal, monetary and supply-side policy can be used to achieve economic objectives of government.

Overview of the content:

Unit A591	Content
2.1.1 What is the economic problem	<ol style="list-style-type: none">1. Factors of production2. Scarcity, choice and opportunity cost3. Approaches to the economic problem
2.1.2 What are competitive markets	<ol style="list-style-type: none">1. Markets2. Demand3. Supply4. Determination of price in competitive markets
2.1.3 How do firms operate in competitive markets?	<ol style="list-style-type: none">1. Costs, revenues and profit2. Productivity3. Growth of firms4. Rewards for labour
Unit A592	Content
2.2.1 What are the economic objectives of a government?	<ol style="list-style-type: none">1. Objectives of government policies2. Economic growth3. Employment and unemployment4. Price stability and inflation
2.2.2 How does the UK government raise and spend its money?	<ol style="list-style-type: none">1. Government income and expenditure2. Redistribution of income3. Correcting market failure
2.2.3 Which policies can the UK government use?	<ol style="list-style-type: none">1. Fiscal policy2. Monetary and interest rate policy3. Supply side policies4. Government policies and conflicts

Assessment will take place internally throughout Year 10 in accordance with the school assessment calendar. Additionally, students will be tested at the end of topics to ensure their learning prior to beginning the next topic. Students will be encouraged to reflect on their attainment and progress and set themselves targets for improvement.

Both units will be examined externally as part of the GCSE in Year 11, and combined equate to 50% of a student's overall grade. Furthermore, both units will be examined internally in the end of Year 10 summer examination and will inform our target setting for Year 11 and the student's predicted GCSE grades.

Computer Science

In Computer Science students will follow the OCR GCSE course and have opportunities to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically

- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

Over the year students will develop:

- Valuable thinking and programming skills that are extremely attractive in the modern workplace
- A deep understanding of computational thinking and how to apply it through a chosen programming language.

There are two external examinations both worth 50% of the final grade:

- Computer systems (01), 80 marks, 1 hour 30 minutes, Written paper (no calculators)
- Computational thinking, algorithms and programming (02), 80 marks, 1 hour and 30 minutes, Written paper (no calculators)

During the summer term your daughter will be assessed for understanding of Computer systems and Computational thinking, algorithms and programming.

Creative & Performing Arts **Director of Faculty: Miss R Ryan**

Music

Students will begin their study of the eight set works and a broad history of music from 1650 to the present day, as well as completing their 'free' composition, lasting approximately two minutes. Students will all participate in the Soloists' Concert in the Spring Term, where a solo or ensemble performance will be recorded; this recording cannot be used for their final GCSE submission but will contribute to their End of Year 10 examination grade. Both performances (one solo, one ensemble) should last in excess of four minutes combined but cannot be recorded until Year 11; additionally, students must complete their 'brief' composition in Year 11 as directed by the exam board. All coursework must be completed before the Easter holidays of Year 11. The final examination is a listening paper (40%) based on set works studied throughout the course as well as two questions on unknown pieces. Students follow the new 9-1 Edexcel syllabus.

Art

The Art GCSE is made up of two units: **Unit 1 Coursework Portfolio**: Coursework in this subject makes up 60% of the mark. Controlled assessment work is submitted from part of Year 10 and the first term of Year 11. **Unit 2 OCR Set Task**: The final 40% is completed as a terminal set task unit. Students are issued with an early release question paper in January of Year 11. For this examination students are given a period of time in which to plan and prepare, and they produce their final response in a supervised, ten hour examination at the end of the course. Students follow the OCR examination board Fine Art specification.

Physical Education

At key stage 4 Physical Education is primarily based around educating the girls for physical activity beyond school. They will have the opportunity to play minor games such as Badminton, Table Tennis and Volleyball. There will be an introduction to the fitness suite and to the individual training opportunities this allows them to follow. The competitive element of the subject will be delivered through team games such as Netball, Handball and Basketball where the girls will participate in tournament play.

Physical Education GCSE

The new GCSE PE syllabus provides stimulating content providing students with an excellent introduction to the world of Physical Education and Sport Science through the combination of physical and academic challenges. The qualification will encourage students to contextualise theory and to develop and apply their knowledge, understanding and quality of performances in practical assessments. Students will engage with key issues and themes relating to contemporary global influences on physical education and sport. Students will develop a multitude of skills, including numeracy, communication and an in-depth understanding of practical performances in order to support progression to the next level of study through a blend of scientific and social knowledge.

The theoretical topics studied in the GCSE are: the musculo-skeletal system, the cardio-respiratory system, short and long term effects of exercise, biomechanics, the relationship between health and fitness, how fitness is measured, principles of training, injury prevention, nutrition and hydration, skill classification, mental preparation, guidance and feedback, commercialisation of sport, ethical and socio-cultural issues.

The Personal exercise Plan involves identifying an aim and planning an effective training program, carrying out and monitoring the training and evaluating the data and the training programme.

Drama

In this first year of the GCSE Drama course, students actively engage in the process of dramatic study. They investigate various forms, styles, and contexts of drama and work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances. Students will be able to be involved in, and enjoy drama, as performers, devisers, directors and designers, developing competence in a range of practical, creative and performance skills. As part of the course students visit theatre performances to develop their skills as informed and thoughtful audience members. Students participate in a practical performance project in term 1.

Food Preparation and Nutrition

By studying the GCSE Food Preparation and Nutrition you will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.

- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Subject content – what is covered?

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

ASSESSMENTS

EXAM: Food preparation and nutrition (50%)

What's assessed:

Theoretical knowledge of food preparation and nutrition from subject content.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

NON EXAM ASSESSMENT: (NEA)

What's assessed

Task 1: Food investigation (15%)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment (35%)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.

How it's assessed

- Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation (15% of GCSE)
- Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. (35% of GCSE)

Technology

In KS4 the Technology subjects are:

- Graphic Products
- Product Design
- Textiles Technology

All students spend Year 10 studying the core knowledge of Design and Technology.

- Design and technology and our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Materials.

Students then focus on their specialist area and prepare for the NEA (a formal design and make task) that commences at the end of Year 10. Theory lessons and a condensed mock NEA are undertaken in Year 10. All subjects feature extended tasks designed to develop creative and practical skills. Both design and practical work are involved. The NEA undertaken in Year 11 is 50% of the final mark and this is completed by March. Revision lessons then follow, leading up to an examination in June which has a weighting of 50% of the final mark. All the technologies use the exam board Eduqas.