



ENGLISH LANGUAGE

Subject English Language		Head of Department Ms C. Coe
Exam board OCR syllabus J351		
Website http://www.ocr.org.uk/qualifications/gcse-english-language-j351-from-2015/		
Unit	Exam	Content (optional)
Paper 1	2 hours	Non-fiction Reading and Writing
Paper 2	2 hours	Fiction or literary non-fiction Reading and Writing
Speaking & Listening	Internal assessment	Oral presentation (separate qualification)
Recommended additional reading materials Non-fiction texts on contemporary topics (e.g. newspaper articles, BBC website) and as much fiction as possible.		
Additional subject support available English area of the WCGS Team Learning Drive.		
Further information on re-takes All exams are taken in the summer of Year 11. There are no re-take opportunities.		
Additional information If a student misses a lesson for any reason it is crucial that he is proactive about catching up. All lesson resources are on the English area of the WCGS Team Learning Drive.		

ENGLISH LITERATURE

Subject English Literature	Head of Department Ms C. Coe
Exam board Edexcel	

Website http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html		
Unit	Exam	Content (optional)
Paper 1	1 hour 45 mins	<i>Macbeth and An Inspector Calls</i>
Paper 2	2 hours 15 mins	<i>Dr Jekyll and Mr Hyde</i> , anthology poetry and unseen poetry
<p>Course text book With the exception of the poetry anthology, which is provided by the school, students need to purchase their own texts so they can annotate them. The exams are closed book.</p> <p>'An Inspector Calls' (Heinemann Plays): £8.24 (variable) 'Macbeth' (Oxford School Shakespeare): £5.24 (variable) 'Dr Jekyll and Mr Hyde' (Wordsworth Classics): £1.99</p> <p>The texts can also be purchased second-hand from eBay and Amazon Marketplace from as little as £0.01.</p>		
<p>Recommended additional reading materials Modern novels and plays, Shakespeare works, novels from the English literary canon, and modern or English heritage poetry.</p>		
<p>Additional subject support available All lesson resources are on the English area of the WCGS Team Learning Drive.</p>		
<p>Further information on re-takes All exams are taken in the summer of Year 11. There are no re-take opportunities.</p>		

MATHEMATICS

Subject Maths	Head of Department Miss G. Bird	
Exam board Pearson (Edexcel)		
Website http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html		
Qualification	Exams	Notes
GCSE Mathematics (9-1)	3 papers of 1½ hrs each, one non-calculator, two calculator May/June 2022 (end of Year 11)	All students sit the Higher Level papers. Some students from set 1 may be entered at the end of Year 10, dependent on the results of a

		series of mock exams held during Year 10.
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Programme of Study

In addition to the syllabus for the GCSE exam, students are taught a number of enrichment and extension topics.

Students in Sets 1-4 will also study for an additional, harder qualification to be taken in Year 11. Some work towards this will take place during Year 10 and the rest during Year 11.

Students in Set 1 will study the [AQA Level 2 Further Maths](#) course during Year 10 as extension work and during Year 11, will study a Level 3 course, [OCR FSMQ Additional Maths](#).

Students in Set 2 will study the [AQA Level 2 Further Maths](#) course during Year 10 as extension work and will also start studying a Level 3 course, [OCR FSMQ Additional Maths](#).

Students in Sets 3 and 4 will also study the [AQA Level 2 Further Maths](#) course, alongside the syllabus for the GCSE 9 - 1 course. Work on these will normally take place during Year 10 and Year 11.

Early entry in Year 10 will be decided during the year in response to mock exam results. The mock exams will take place in January with a further set in March or April. Only those students thought to be highly likely to gain a grade 9 at this point will be entered early. All other students will take the exam at the end of Year 11.

Course text book

GCSE

Students are not issued with a course textbook as class resources come from a variety of sources. However, this is the book kept in the classroom and most frequently used:

Collins GCSE Maths - Edexcel GCSE Maths Higher Student Book [Fourth edition] ISBN: 978-0-00-811381-0 ([Amazon link](#) for Textbook)

Students may be issued with a Homework book:

Collins GCSE Maths - Edexcel GCSE Maths Higher Practice Book: Use and apply standard techniques [Fourth edition] ISBN: 978-0-00-811387-2 ([Amazon link for homework practice book](#))

Further Maths: The textbook that we are going to use is going to be the AQA Level 2 Certificate Further Maths: Complete Study and Practice Grade 5-9 By Trevor Senior pub Collins ISBN: 978-0008356835 ([Amazon link for Collins AQA FM Study and Practice book](#)).

Other resources for this course are provided by the exam board and will be copied for students during the course or posted on Show My Homework.

Add Maths: The textbook that we are going to use is going to be the OCR Additional Mathematics textbook by Val Hanrahan pub Hodder Education ISBN: 978-1510449640 ([Amazon link for Hodder OCR Add Maths textbook](#)).

Other resources for this course are provided by the exam board and will be copied for students during the course or posted on Show My Homework.

Recommended additional reading materials

- Use of the website <https://www.mymaths.co.uk/>
- You may already have a Mathswatch DVD, which has video clips on the majority of topics on the syllabus together with practice questions which have clips going through the solutions and a large number of worksheets. If you have the red/purple version, this was designed for the old GCSE but is fine for the new GCSE - follow the menu for the Linear GCSE. The up to date version (blue) is

available via [Parentpay](#). Print the receipt and take it to your maths teacher who will exchange it for your CD. When out of stock the link disappears but will reappear when new stock comes in.

- CGP Revision guides and Workbooks with answers for the Edexcel GCSE are available from school via [Parentpay](#). Print the receipt and take it to your maths teacher who will exchange it for your book(s). When out of stock the link disappears but will reappear when new stock comes in.
- Nrich <http://Nrich.maths.org> has problems, usually of an investigative nature, targeted at different age groups on themes that change monthly. Students can submit their solutions. Stages 3 or 4, or possibly even some of the easier stage 5 problems would be appropriate for students in Year 10.
- The following has information about how maths is used in the workplace and many articles about maths in the real world [Mathscareers](#)
- The following is an online magazine, again with many articles relating Maths to the real world. It is aimed primarily at older students [Plus Magazine](#) but the majority of articles are accessible to Year 10 students.

Additional subject support available

All students are welcome to see teachers at any time if they need help, so long as the teacher is not busy. They may ask any maths teacher for help or advice, not just their own teacher.

Further information on re-takes

Students taking the GCSE in Year 10 who don't achieve a grade 9 will be able to retake it in Year 11. Parents will be expected to pay for this second entry.

Additional information

- Students MUST have their own scientific calculator - Casio fx-991EX ClassWiz is STRONGLY recommended and is available from school via [Parentpay](#). Please ensure it is named. This has many features in addition to those on the more basic calculator and is well worth the extra investment for the upgrade.
- Students MUST also have a protractor and compasses, in addition to a 30cm ruler, pencil, black, red and purple pens etc AND remember to bring them to lessons and exams.
- A-Level Mathematics is accessible to all students who gain a grade 7 in their GCSE Mathematics regardless of which set they are in.
- To study A-Level Further Mathematics at WCGS students will need to gain a grade 8 in their GCSE and a high grade in an extension exam such as the AQA Further Maths or Additional Maths.

FRENCH

Subject French	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Exam board: EDEXCEL (new GCSE) http://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html	

1. There are no external examinations taken in Year 10 unless the pupil has a French background and wants to sit the exam beforehand. All internal examinations will take place in the Summer Term.
2. In Year 10 there is a lot of preparation, material gathering and practice for the GCSE external examinations and pupils complete exam style end of unit tests throughout the year.
3. For Topic Outlines: Theme: Local area, holiday and travel Holidays: preferences; experiences; destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping Town, region and country: weather; places to see; things to do Theme: School <ul style="list-style-type: none"> ● What school is like: school types; school day; subjects; rules and pressures; celebrating success ● School activities: school trips; events and exchanges
Course textbook(s) Studio Edexcel GCSE French (higher) written by Clive Bell, Anneli McLachlan; Gill Ramage; Each student has access to a copy of the <i>Edexcel</i> and <i>Studio</i> textbooks in class and will continue to use the grammar and translation workbook (<i>Studio</i>), purchased in Y9, for extra practice. Students will also be given access to Active Learn, an online programme which is mainly used for homework, extra listening and reading exercises and to practise vocabulary and various grammar points.
The course has a communicative approach and focuses on the 4 language skills (Listening, Speaking, Reading and Writing) as well as grammar structures. Role plays, picture based discussions, conversations in TL, translations, transcriptions (dictations) activities and the use of authentic resources (including literary texts, songs, poems, films, letters, articles) are an integral part of language teaching in our school.
Pupils in Year 10 will complete controlled assessment style tasks at the end of each unit of study to provide them with practice opportunities before their real assessments in Year 11.

SPANISH

Subject Spanish	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Exam board: EDEXCEL (new GCSE) http://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html	
1. There are no external examinations taken in Year 10 unless the pupil has a Spanish background and wants to sit the exam beforehand. All internal examinations will take place in the Summer Term.	

2. In Year 10 there is a lot of preparation, material gathering and practice for the GCSE external examinations and pupils complete exam style end of unit tests throughout the year.

3. For Topic Outlines:

Theme: Local area, holiday and travel Holidays: preferences, experiences and destinations
Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
Town, region and country: weather; places to see; things to do

Theme: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models

Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)

Cultural life: celebrations and festivals; reading; music; sport; film and television

Course textbook

Viva Edexcel GCSE Spanish (higher) written by Rachel Hawkes and Christopher Lillington;

Each student has access to a copy of the *Viva* textbook in class and will continue to use the grammar and translation workbook (*Viva*), purchased in Y9, for extra practice. Students will also be given access to Active Learn, an online programme which is mainly used for homework, extra listening and reading exercises and to practise vocabulary and various grammar points.

The course has a communicative approach and focuses on the 4 language skills (Listening, Speaking, Reading and Writing) as well as grammar structures. Role plays, picture based discussions, conversations in TL, translations, transcriptions (dictations) activities and the use of authentic resources (including literary texts, songs, poems, films, letters, articles) are an integral part of language teaching in our school.

Pupils in Year 10 will complete exam style tasks at the end of each unit of study to provide them with practice opportunities before their real assessments in Year 11.

HISTORY

Subject History	Subject Leader Dr K. Meek
The History Department follows the Edexcel GCSE(9-1) History specification.	

We begin Year 10 with GCSE Paper 3: Modern Depth Stud Option 30: Russia and the Soviet Union, 1917-41.

Topics include

- The revolutions of 1917
- The Bolsheviks in power, 1917-24
- Stalin's rise to power and dictatorship, 1924-41
- Economic and social changes, 1924-41

We will then move onto Paper 2: Period studies - Options 26/27: Superpower relations and the Cold War, 1941-91. This is a companion section the Anglo-Norman Course studied in Year 9. Both the Anglo-Norman paper and Superpower relations are examined in the same exam.

Topics for Superpower relations include:

- Origins of the Cold War, 1941-58
- Cold War crises, 1958-70: Berlin; Cuba Czechoslovakia
- The end of the Cold War, 1970-91

Support for all GCSE History course will be provided through detailed Personal Learning Checklists which will contain links to additional reading.

There will be no external examinations in Year 10. Internal examinations will take place in the Summer Term. The end of Year Exam will focus solely on Superpower Relations and Anglo-Saxon and Norman England. Students will be assessed regularly throughout the year with assessments matching, as closely as possible, the format of actual exams.

Textbooks: Edexcel GCSE (9-1) History Russia and the Soviet Union, 1917-1941 Student Book (EDEXCEL GCSE HISTORY (9-1)). ISBN: 978-1292127330

Edexcel GCSE (9-1) History: Superpower relations and the Cold War, 1941-91 (EDEXCEL GCSE HISTORY (9-1)). ISBN: 978-1292127279

Students will be issued with a copy of these textbooks. They need to be returned in good condition at the end of the course. Students are strongly encouraged to purchase their own copies to assist with revision.

GEOGRAPHY

Subject Geography	Subject Leader Mrs N Evans
Year 10 Geographers are currently studying towards the Edexcel GCSE (9-1) Geography A (2016) .	
In Year 10 students will study Weather hazards and climate change and Changing Cities.	
The course will include one day of physical geography fieldwork and one day of human geography fieldwork in Year 10.	

Link to specification

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>

Recommended textbook

GCSE (9-1) Geography specification A: Geographical Themes and Challenges (Edexcel Geography GCSE Specification A 2016) by Rob Clemens

Published by Pearson

Examination consists of 3 components:**Component 1: The Physical Environment (37.5% of the qualification: written examination 1.5 hours, 94 marks)**

Topic 1- The changing landscapes of the UK – River landscapes and processes and Coastal landscapes and processes.

Topic 2 – Weather hazards and climate change.

Topic 3 – Ecosystems, biodiversity and management.

Component 2: The Human Environment (37.5% of the qualification: written examination 1.5 hours, 94 marks)

Topic 4 -Changing cities

Topic 5 - Global development

Topic 6 - Resource management – Water resource management.

Component 3: Geographical Investigations: Fieldwork and UK Challenges. (25% of the qualification: written examination 1.5 hours, 64 marks)

Topic 7- Geographical investigations- fieldwork

Topic 8 – Geographical investigations – UK challenges.

SCIENCE**GCSE Physics**

Subject	Subject Leader
Physics	Mr J. Croft
Students study the new Edexcel Physics GCSE 9-1. The courses are normally 2 years in length but in order to give opportunities for greater enrichment and exploration this course is currently taken over 3 years at Wallington after which pupils undertake their final exams. This year students will develop their understanding of astronomy, the particle model, forces & matter and electricity. Throughout this year students will develop their practical and analytical skills through conducting key experiments.	
Key subject aims: <ul style="list-style-type: none">➤ To give pupils a secure understanding of the fundamental concepts in Physics.➤ To impart a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations.	

- To foster an appreciation of the practical nature of Physics, and develop experimental and investigative skills based on correct and safe laboratory techniques
- To develop an appreciation of the importance of accurate experimental work and reporting to scientific method
- To enable students to form hypotheses and design experiments to test them.
- To enable students to select, organise and present information clearly and logically, using appropriate scientific terms and conventions.
- Provides a sound foundation for progression to and A-level Physics, and other comparable post-16 qualifications

Assessment

It is assessed at the end of year 11 through two 1 hour 45min exams. Both exams are 50% of the qualification and will consist of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. The GCSE will be awarded on the 9-1 grading system.

Paper 1 (100 marks)

- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity
- Topic 7 – Astronomy

Paper 2 (100 marks)

- Topic 1 – Key concepts of physics
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

GCSE Biology

Subject Biology	Subject Leader Mr Smith
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Students study the new Edexcel Biology GCSE 9-1. The courses are normally 2 years in length but in order to give opportunities for greater enrichment and exploration this course is currently taken over 3 years at Wallington after which pupils undertake their final exams. Our GCSE in Biology will give students a knowledge and understanding of biological facts, concepts and principles, while developing experimental skills. Students will also learn to form hypotheses and design experiments to test them.

Key subject aims:

- To give students a knowledge and understanding of biological facts, concepts and principles
- To develop an appreciation of the significance of biological facts, concepts and principles and the skills needed for their use in new and changing situations
- To develop an appreciation of the importance of accurate experimental work in scientific method and reporting
- To enable students to form hypotheses and design experiments to test them
- To sustain and develop an enjoyment of, and interest in, the study of living organisms
- To enable students to evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

Assessment

Exams at the end of year 11
 Grading 1 to 9
 Provides a sound foundation for progression to and A-level Biology, and other comparable post-16 qualifications.

GCSE Chemistry

Subject Chemistry	Subject Leader Mr D. Cole
<p>Students study the new Edexcel Chemistry GCSE 9-1. The courses are normally 2 years in length but in order to give opportunities for greater enrichment and exploration this course is currently taken over 3 years at Wallington after which pupils undertake their final exams. We aim to develop an understanding of the unifying patterns and themes of chemistry, as well as experimental and investigative skills based on correct and safe laboratory techniques. Students will gain an appreciation of scientific methods and learn to form hypotheses and design experiments to test them.</p>	
<p>Key subject aims:</p> <ul style="list-style-type: none"> • To develop students' understanding of the unifying patterns and themes in chemistry • To further students' appreciation of the practical nature of chemistry and develop experimental and investigative skills based on correct and safe laboratory techniques • To develop an appreciation of the importance to scientific methods of accurate experimental work and reporting • To develop students' ability to form hypotheses and design experiments to test them • To develop a logical approach to problem-solving in a wider context • To develop an understanding of the widespread importance of chemistry and the way materials 	

are used in the world

- To show how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community
- To prepare students for more advanced courses in chemistry or courses which require them to have a knowledge of chemistry.

Assessment

It is assessed at the end of year 11 through two 1 hour 45min exams. Both exams are 50% of the qualification and will consist of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. The GCSE will be awarded on the 9-1 grading system.

Paper 1 (100 marks)

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1

Paper 2 (100 marks)

- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

RELIGIOUS STUDIES

Subject Religious Studies	Subject Leader Dr M. Young
Specification Edexcel GCSE RS B, Area Of Study 2 (Buddhism) and 3 (Christianity)	
<p>So far, students have already studied three of the 8 GCSE units: Buddhist Beliefs, Christian Beliefs and Crime and Punishment (From a Buddhist Perspective). This year we will cover three more: Christian Philosophy of Religion, Living the Buddhist Life and Equality (From a Christian perspective).</p> <p>In lessons we will be using 'Religion, Philosophy and Social Justice' by Gordon Reid & Sarah K Tyler, published by Oxford University Press. This covers everything they need to know for Area of study 3. Please buy your son a copy if you want them to be able to use it for HW or revision.</p> <p>There is no textbook or revision guide dedicated to Buddhism for the Edexcel specification, so we will provide revision notes that we have written that cover the specified material. If you want more depth, the AQA textbook for 'Religious Studies A: Buddhism' covers all the same topics (just with</p>	

slightly different structures to their exam questions and guidance). Another good introduction to Buddhist belief and practice is 'Buddhism: A New Approach' (Second Edition) by Steve Clarke.

The qualification is 100% exam based, with 2 exams in the Summer of Y11: one on the four topics from Area of Study 2 (where we looked at a Buddhist perspective), one on the four topics from Area of Study 3 (where we looked at a Christian perspective).

ECONOMICS

Subject: Economics		Subject Leader Mr J. Dicker
Exam board: AQA		
Website: https://www.aqa.org.uk/subjects/economics/gcse/economics-8136		
Unit	Exam	Content (optional)
Paper 1 (50%)	How Markets Work	Microeconomics - Exam Year 11 (May)
Paper 2 (50%)	How the Economy Works	Macroeconomics – Exam Year 11 (May)
<p>Course text book (used in class throughout the GCSE course – should be purchased by students) OCR GCSE (9-1) Economics by Christopher Bancroft, Jan-Miles Kingston, Clive Riches *There is no AQA textbook. The content is 95% the same so we use this book.* Published by Hodder ISBN 978-1471888342</p>		
<p>Recommended additional reading materials (not essential)</p> <p>Edexcel IGCSE Economics student book by Rob Jones Published by Pearson ISBN 978-0-435991-28-9 This Student Book comes with an ActiveBook CD, excellent book with lots of real life examples. Highly recommended.</p> <p>BBC news website and Tutor2u.net</p>		
<p>Additional subject support available Drop In Clinic runs after school. Students can make an appointment to see their teacher or Mr Dicker for academic support.</p> <p>Specimen papers and mark schemes are available on the OCR website.</p>		

Further information on re-takes

There are no re-sits under linear assessment.

Additional information

The focus for Year 10 is Paper 2 (National Economics)

In Year 10 students do not sit external exams, but there will be an internal end of year exam.

The Student Investors Challenge runs from October to January and gives a good insight into the stock exchange and how markets work. The Economics Society is a club where students are welcome to come along and debate current economic issues. They can also write articles for the Society's magazine. The society meets during lunch- day TBC

DRAMA

Subject Drama		Head of Department Mrs A. Weddell
Exam board OCR syllabus J316		
Website http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/		
Unit	Assessment	Content
Component 1	Internally assessed	Devising Drama (including a written portfolio)
Component 2	Externally assessed	Performing 2 extracts from a text (including a written concept pro forma)
Component 3	Written Exam	Students respond to 8 questions based on a set text + 1 question that asks students to evaluate a piece of live theatre
Recommended additional reading materials Students need to purchase a copy of the set text so they can annotate them in preparation for the exam. The exams are closed book. During the year we will cover Autumn <ul style="list-style-type: none"> ● Exploring Set Text for Component 3: <i>Death of a Salesman</i> ● Trip to see a live theatre performance to complete mock 'Evaluating a Live Performance' Spring <ul style="list-style-type: none"> ● Practitioner Study ● Begin Component 1: Devised performance Summer <ul style="list-style-type: none"> ● EXAM: Component 1: Devised performance 		

Additional subject support available

Students will be encouraged to use the Drama Studio during one clubs and societies slot per week to rehearse their work. Read as many plays as you can (there are some available in the Drama department which you are welcome to borrow). Aim to see at least two shows during the year. Many theatres offer cheaper tickets to young people, so do sign up to any offers that you find – especially to the National Theatre, Battersea Arts Centre and the Royal Court Theatre.

Additional information

If a student misses a lesson for any reason it is crucial that he is proactive about catching up. Beyond the taught curriculum, students will have many opportunities to engage in Drama throughout their time at WCGS. There is an annual House Drama Competition, and at least one major production of either a play or a musical every year. Students are also encouraged to use the skills they develop in Drama lessons on a cross-curricular basis, using performance and presentational skills in their work in many other subjects. WCGS also provide the opportunity for students to participate in LAMDA sessions, run by an external LAMDA teacher.

COMPUTER SCIENCE

Subject Computer Science	Subject Leader Mr J. Barwick
Year 9 Computer Scientists are currently studying towards the new AQA GCSE Computer Science Syllabus (8525)	
The specification and sampler material can be downloaded from: https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525	
Examination consists of 9 topics: 3.1 Fundamentals of algorithms 3.2 Programming 3.3 Fundamentals of data representation 3.4 Computer systems 3.5 Fundamentals of computer networks 3.6 Cyber security 3.7 Relational databases and structured query language (SQL) 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy	

The GCSE will be assessed in 2 exam papers:

Paper 1: Computational thinking and programming skills

What's assessed

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

How it's assessed

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.



Paper 2: Computing concepts

What's assessed

The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

How it's assessed

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

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

MUSIC

Subject
Music

Subject Leader
Mrs J. Martin

Specification: Edexcel GCSE in Music

In GCSE music students need to study three units: Performing, Composing and Appraising. Students will also learn basic music theory.

Performing (Coursework): Students will perform one solo performance and one ensemble performance.

Composing (Coursework): Students will compose one free composition (December) and one brief composition (May)

Appraising (Internal Exam): Students will study all the 8 Set Works: Johann Sebastian Bach: Brandenburg Concerto No. 5 in D major, 3rd Movement, Ludwig van Beethoven: Piano sonata No 8. In C minor, Pathetique, 1st Movement, Henry Purcell: Music for a While, Queen: Killer Queen, Stephen Schwartz: Defying Gravity from Wicked, John Williams: Main Title/Rebel Blockade Runner from Star Wars Episode IV: a New Hope, Afro Celt Sound System: Release from the album Volume 2: Release and Esperanza Spalding: Samba Em Preludio from the album Esperanza

Course text book

Edexcel GCSE Text Book, Pearson

Edexcel GCSE Anthology, Pearson

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html> examination board.

Students should have instrumental/vocal lessons outside GCSE Music lessons and use the music department when possible to continue improving the coursework. Students should also attend music events which is a great opportunity to improve their performance skills.

WELLBEING

Subject	Subject Leader
Wellbeing	Mrs K. Turner
HEALTH AND WELLBEING <ol style="list-style-type: none">1. how to manage transition2. how to maintain physical, mental and emotional health and wellbeing;3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health4. about parenthood and the consequences of teenage pregnancy5. how to assess and manage risks to health; and to keep themselves and others safe6. how to identify and access help, advice and support7. how to respond in an emergency, including administering first aid8. the role and influence of the media on lifestyle	
RELATIONSHIPS <ol style="list-style-type: none">1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills	

2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (*including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

LIVING IN THE WIDER WORLD

1. our rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and rights and responsibilities as consumers

Assessment:

There is no final exam or qualification achieved. The aim of the Wellbeing curriculum is to work alongside the academic subjects supporting the Wellbeing of students to enable them to achieve their best. Wellbeing provides a platform for students to air concerns and discuss the issues affecting them, in a safe and supportive environment. Assessment in Wellbeing is informal, based on the level of understanding of the following key concepts:

Personal Wellbeing: 1.1 Personal identity; 1.2 Healthy Lifestyles; 1.3 Risk; 1.4 Relationships;

1.5 Diversity
Economic Wellbeing: 1.1 Career; 1.2 Capability; 1.3 Risk; 1.4 Economic Understanding

CLASSICS

Subject Classics	Subject Leader Ms Z. Boland
Specification:	OCR Classical Civilisation
Students will finish Unit 1: Myth and Religion then begin Unit 2: the World of Homer. In the first part of the unit, which we will cover this year, students will read Homer's Odyssey, focussing particularly on books 9,10,19,21, and 22.	

There are no external assessments however all students will sit GCSE style assessments throughout the year culminating in a GCSE style End of Year examination in the summer.

*Textbook to be provided by Ms Boland

LATIN

Subject Latin	Subject Leader Ms Z. Boland
Specification	OCR GCSE Latin
<p>-Students will finish their language course (chapters 7-11) and regularly review key language concepts in need of refreshing from last year.</p> <p>-Students will begin their studies of Latin literature after Christmas. This year they will study the prose set literature 'Germanicus and Piso; Regulus'. Literature lessons will focus on collaborative translation of the text and source analysis questions in the style of the GCSE exam.</p>	
<p>Textbooks:</p> <p>Latin to GCSE 2 and practice papers (provided by Ms Boland)</p> <p>Set Text Booklet (provided by Ms Boland)</p>	

ART & DESIGN

Subject Art & Design	Subject Leader Ms L Musselbrook
GCSE EXAMINATION BOARD – OCR Fine Art (J171)	
<p>Structure of Course:</p> <p>Year 10 students will continue to make work designed to develop their understanding of the world around them and to meet the following four assessment objectives:</p> <p>AO1 - Developing ideas by studying the work of different artists and designers</p> <p>AO2 - Exploration of different materials</p> <p>AO3 - Recording ideas through drawing and photography</p>	

AO4 - Structuring a project with clear links and connections

During this year GCSE artists will be given a choice of titles for their Personal Portfolio project (this is often referred to as coursework and makes up 60% of their final GCSE). Students will structure the development of this project through a series of artist studies that are designed to refine their use of materials and help them formulate their own ideas about how best to make work that fits in with the project title. These artist studies will be determined by the students through dialogue with their art teacher and will be dependent on their individual interests. We encourage all GCSE artists to take a proactive stance with artist research and make time to visit galleries and museums and develop their own cultural interests by collecting visual material, reading periodicals and watching films.

Students will continue to explore different techniques and materials in order to decide where their strengths lie - so that they can make the most effective and accomplished work possible. There will be a 10 hour end of year exam with an outcome produced which will lead students into the final stage of their coursework project as they continue into Year 11.

DESIGN & TECHNOLOGY

Subject	Head of Department
Design & Technology – GCSE (AQA)	Mr S. Weston
<p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.</p> <p>The GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The subject content has been split into three sections as follows:</p> <ul style="list-style-type: none">• Core technical principles• Specialist technical principles• Designing and making principles <p>Core Technical Principles</p> <p>In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:</p> <ul style="list-style-type: none">• new and emerging technologies• energy generation and storage	

- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

Specialist Technical Principles

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

Each specialist technical principle should be delivered through at least one material category or system.

The categories through which the principles will be delivered are:

- timber based materials
- electronic and mechanical systems.

Designing and Making Principles

Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

Paper 1

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non-exam assessment (NEA)

What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

Task(s)

- Substantial design and make task
- Assessment criteria:
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

We will be providing AQA approved textbooks for use in the classroom. Should you wish to purchase a copy the details are below:

AQA GCSE (9-1) Design & Technology

M. J. Ross

PG Online Ltd.

ISBN 978-1-910523-10-0

£20.00

Available from: www.pgonline.co.uk

FOOD PREPARATION & NUTRITION

Subject WJEC Eduqas Food Preparation and Nutrition	Subject Leader Mrs D. Mason-Mullings
<u>What are the aims of the course?</u> By studying food preparation and nutrition learners will: <ul style="list-style-type: none">• 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.	
<u>Assessment (Linear GCSE course)</u> GCSE (9-1) Food Preparation and Nutrition <u>Exam Board: Eduqas/WJEC</u> Component 1: Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of qualification This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.	

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated.

Assessment 1: 8 hours

Assessment 2: 12 hours

50% of qualification.

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

Pupils are regularly assessed on class work (including practical tasks) and homework. At the start of the academic year, pupils are given a Grade to aim towards and are encouraged to improve and develop aspects of their work during the year in order to meet this Grade.

Assessments include self- assessment, peer assessment and class assessment which will allow pupils to assess what they need to do to achieve their predicted grade.

Topics covered:

- 1. Food commodities
- 2. Principles of nutrition
- 3. Diet and good health
- 4. The science of food
- 5. Where food comes from
- 6. Cooking and food preparation

Subject GCSE Physical Education	Subject Leader Mr D. Johnson
Year 10 are following the new AQA GCSE Physical Education (Full Course) (8582)	
The specification and sampler material can be downloaded From: http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582	

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
What's assessed <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	What's assessed <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	What's assessed <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 	How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 	How it's assessed <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	Questions <ul style="list-style-type: none"> • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

The theoretical topics covered in Year 10 will include (Paper 2):	The practical sports covered in school will include:
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<ol style="list-style-type: none"> 1. Sports psychology 2. Socio-cultural influences 3. Commercialisation of physical activity and sport 4. Ethical issues 5. Health, fitness and well-being 	<ol style="list-style-type: none"> 1. Badminton 2. Handball 3. Table Tennis 4. Basketball 5. Football 6. Cricket 7. Rugby 8. Athletics
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Students will be given provisional grades for practical performance and we will have started to collect video evidence of practical performances.